



McCauley Chambers
Tuesday, March 19, 2019
2:00 p.m.

AGENDA

Board Meeting #11

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT –Board Meeting #10 – March 5, 2019
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 18, 2019, to speak under this item.)
- H. Reports:
 - 2. Process and Timeline for the 2019-2020 Budget for the Fall Review of the 2018-2019 Results and Plans for 2019-2020 (Recommendation)
 - 3. Value Management Study (Information)
 - 4. District Three-Year Capital Plan 2020-2023 (Recommendation)
 - 5. Motion re: New School Construction Projects (Recommendation)
 - 6. Implementation of New Curriculum (Response to Request for Information #035)
 - 7. Multi-Year Block Funding Model (Response to Request for Information #037)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 18, 2019, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information

BOARD OF TRUSTEES

Michelle Draper
Board Chair

Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

L. Notices of Motion

M. Meeting Dates

N. Adjournment

MINUTE BOOK**Board Meeting #10**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, March 5, 2019, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Lorne Parker
Nancy Petersen
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Heather Quinn, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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A. O Canada 

B. Roll Call: (2:00 p.m.)

The Superintendent advised that Trustee Estabrooks was absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Dunn:

“That the agenda for the March 5, 2019, Board meeting be approved as printed.”

MOVED BY Trustee Stirling:

**“That the agenda for the March 5, 2019, Board meeting be amended to include Report #9 of the Caucus Committee (From the meeting held March 5, 2019).”
(UNANIMOUSLY CARRIED)**

**“That the agenda for the March 5, 2019, Board meeting be approved as amended.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair reported that on February 21, 2019, the District received an Award of Excellence from the Alberta Smoke-Free Spaces Awards program in recognition of exemplary action to restrict smoking from shared spaces.

The Board Chair shared on February 27, 2019, the District celebrated the 55th annual Night of Music – *A Time to Be Heard*. She commented that music is a powerful force of expression and a tool to enrich the District’s students learning experiences. Music enhances thinking skills and brain development and builds skills that can be transferred to all aspects of learning. The Board Chair explained that participation in music programs provides students with opportunities that will continue throughout their lives, providing access to a world of culture, expression and intellectual exploration. She said the evening was the result of the hard work of over 600 students, and 50 teacher conductors, music teachers and accompanists. The Board Chair thanked the performers, organizers and the sponsors, as well as all those who attended the event.

The Board Chair reported that March 8, 2019, is International Women’s Day and the Campaign theme is #Balanceforbetter. She said that it is a day to recognize women’s achievements and acknowledge the challenges we continue to face in the quest for a more gender-balanced world. The Board Chair explained that International Women’s Day is not a country, group or organization specific. The day belongs to all groups collectively everywhere. She encouraged everyone to be tenacious in accelerating gender parity. Helping children of all ages and all genders find inspiration and courage from diverse women role models is key to education. And teaching children and young adolescents to actively question and openly challenge stereotypes and bias is important

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because it helps forge a more inclusive world. The Board Chair thanked all women in the District for their achievements.

The Board Chair advised that the Alberta Teachers' Association Provincial Executive Council has proclaimed March 11 to 15 as Substitute Teachers' Appreciation Week for the 2018-2019 school year. She commented that substitute teachers play an essential role in maintaining the continuity and excellence of the learning process and that the role of the substitute teacher carries the same daily responsibilities of instruction, marking, discipline and supervision as that of regular classroom teachers. On behalf of the Board, she thanked all substitute teachers for the contributions they make in the life of students and teachers.

E. Communications from the Superintendent of Schools

The Superintendent reported that the Minister of Education issued a Ministerial Order on March 1, 2019, that bans the use of seclusion rooms in school districts, effective September 1, 2019. He advised that District Administration has developed a draft administrative regulation defining the District's expectations around the use of time out space and that it will be reviewed to ensure it aligns with the Order. The Superintendent reiterated his support for District principals and teachers who work in increasingly complex classrooms and who exercise sound professional judgment every day in support of student success and well-being. He said the District will continue its unwavering commitment and meet legislative responsibilities to ensure classrooms in the District are safe for all students and staff.

The Superintendent reminded parents of students currently enrolled at Edmonton Public Schools that they can pre-enrol on SchoolZone between March 11 and April 15, 2019. He suggested that families who are new to the District contact their preferred school to learn how to register as a new Edmonton Public Schools student before April 16, 2019.

The Superintendent thanked school staff for their caring and creativity to help keep students safe and engaged during Edmonton's coldest February in 40 years. He also thanked maintenance and custodial staff members for ensuring schools were operational and safe for staff and students during the cold stretch.

F. Minutes

1. Board Meeting #09 – February 19, 2019

MOVED BY Trustee Janz:

“That the minutes of Board Meeting #09 held February 19, 2019, be approved as printed.”

(UNANIMOUSLY CARRIED)

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G. Recognition

2. Edwin Parr Teacher Award

Ms Breanna Burns of John Barnett School was selected as the District's honorary nominee for the 2019 Edwin Parr Teacher Award.

There was a short break in the meeting.

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports

2. Report#9 of the Caucus Committee (From the meeting held March 5, 2019)

Trustee Stirling reported that the following recommendation was approved at the March 5, 2019, Caucus Committee meeting which was held earlier in the day:

That with respect to Legal Matter #030519-01, the Board of Trustees will proceed with Option B.

3. Staff Group Presentation re 2019-2020 Proposed Budget

Ms Heather Quinn, President of the Edmonton Public Teachers' Local No. 37 presented the Local's brief.

Mr. Ian Crichton, Ms Carrie Sandboe and Dr. Barret Weber, representatives for the Exempt Staff, presented the Exempt Staffs' brief.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams acknowledged Ms Alicia Welsh, Technology Lead Teacher and Ms Priya Khan, Assistant Principal at Meyokumin School for providing a presentation on Internet Awareness and Safety at the Parent Council meeting. She said information was provided about technology use, possible negative long-term effects and ways for parents to minimize the use of technology and become familiar with software that allows them to monitor and restrict digital usage. Trustee Adams commended them for such a well-executed, relevant and practical presentation which was well received by the parents. Trustee Adams recommended that this presentation be made available to other parents within the District.

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Trustee Adams provided the following report in writing:

On February 20, 2019, Trustee Adams attended the Weinlos School Parent Council meeting. She congratulated Principal Jodean Gagne who received a 100 per cent vote for her second year principal review. It was very encouraging to hear the rousing support of the Parent Council for their principal and to see the exceptional working relationship between the leadership and the Parent Council. The Weinlos School and Parent Council is working hard on several fronts including student character building and lots of opportunities for volunteering. Weinlos School has great staff and student cooperation with the Kate Chegwin School with various opportunities including enhanced reading opportunities between the older students at Kate Chegwin School and younger students at Weinlos School.

On February 21, 2019, Trustee Adams attended the Meyokumin School Parent Council meeting. On a bitterly cold evening, the turnout for the parent council was notable. Trustee Adams presented the District's Strategic Plan and covered some highlights of the results over the last school year and also discussed the role of a Trustee. There was a good discussion, especially around the opportunities the Equity Fund has provided for their school and for the J. Percy Page Catchment.

On February 22, 2019, Trustee Adams attended the Alberta School Boards Association Zone 2/3 meeting.

On February 25, 2019, Trustee Adams attended the Sakaw Parent Council meeting and reported that it is a very vibrant group actively involved in the life of the school. There was a good discussion about the addition of a Complexity Coach for Sakaw School and other benefits as a result of the Equity Fund. Trustee Adams reported that she again heard the parents deep concern for a new high school in the southeast. There was also had a very candid discussion regarding the transportation concern for the students that leave Sakaw School to attend the Dan Knott School and the length of time between buses and the safety concerns surrounding the required bus transfer at the Mill Woods Town Mall.

On February 26, 2019, Trustee Adams attended a Policy Review Committee meeting where they reviewed the committee's work plan, the Board Delegation of Authority, and received a presentation by Ms Natalie Prytuluk, Director of Early Years to help inform the committee's proposed engagement plan for Early Years framework. The committee also reviewed information from the last stakeholder engagement session regarding the draft First Nations, Métis, and Inuit Education policy.

Trustee Draper reported that on February 25, 2019, she participated, along with several District leaders, in the M.E. LaZerte Catchment Learning Leaders professional learning group in a networking activity.

On February 26, 2019, Trustee Draper attended the Overlanders School Council meeting and thanked everyone for the questions from parents and staff.

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On March 1, 2019, Trustees Draper and Stirling attended the Greater Edmonton Teachers' Convention.

On March 4, 2019, Trustee Draper attended the High School Culinary Awards at the Shaw Conference Centre. She congratulated all participants.

Trustee Janz attended the following events:

- February 27, 2019, Malmo School Council meeting
- February 28, 2019, Labour and Education Law Year in Review
- March 3, 2019, a discussion with Mr. David King regarding education issues

Trustee Janz advised everyone of the upcoming events:

- March 21, 2019, Gandhi, the third movie that is part of the film series about social justice, will be shown
- March 21, 2019, is the Greenfield Dads Matter get-together at Boston Pizza on 51 Avenue

Trustee Stirling reported on the following:

On February 19, 2019, Trustee Stirling had the opportunity to bring closing remarks on behalf of the Board of Trustees at the Teaching Sexual Health professional learning day. This event is organized annually in partnership between Edmonton Public Schools and the University of Alberta (U of A) and brings together pre-service and current teachers along with comprehensive school health staff, U of A professors, and community partners to support teachers in developing skills to teach sexual health and support students in their schools.

Trustee Stirling thanked parents at Julia Kiniski School for welcoming her to speak to their school council about the work of the Board of Trustees. It was great to hear the excitement of families as the school prepares for new curriculum and to learn how infrastructure funding is helping to do work required around the school building.

Trustee Stirling thanked the U of A for the opportunity to participate on behalf of the Board of Trustees in the consultation process for the university's public engagement plan on February 20, 2019, which was hosted by Chancellor Doug Stollery. The Board of Trustees values our many partnerships and collaborations with the U of A and looks forward to future opportunities to strengthen its relationships.

On February 21, 2019, Trustee Stirling was delighted to join in celebrating the launch of the Health Care Aide Campus Edmonton Public School program at McNally School. She thanked NorQuest College for being the District's partner in this exciting dual-credit program and Alberta Advanced Education for their support of dual-credit learning opportunities for Edmonton Public Schools students.

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Trustee Stirling reported that the CASA Foundation Indigenous Mental Health lecture at amiskwacy Academy on February 26, 2019, was a powerful night of learning and sharing and she and Trustee Dunn left with a deeper understanding of culturally responsive supports for First Nations, Métis, and Inuit students and the need to recognize not only intergenerational trauma but also intergenerational resilience.

Trustee Stirling thanked all the teachers, staff, and volunteers who organized this year's Night of Music and said the evening is always so magical for all the students who participate and the families who come to celebrate their children's achievements.

Trustee Stirling was delighted to attend the Greater Edmonton Teachers' Convention keynote and morning sessions on March 1, 2019, along with Board Chair Draper. She thanked the organizing committee for extending the invitation to them to see professional learning in action and to join speakers and guests for lunch.

Trustee Stirling was very proud to see all the District students and teachers who participated in the High School Culinary Challenge and to share in the celebration on March 4, 2019, along with several other Trustees. She enjoyed the meal, company of students, parents, and staff from W.P.Wagner School.

K. Trustee and Board Requests for Information

Trustee Ip requested that Administration prepare a report that outlines how a multi-year block funding model for school infrastructure can address the District's short-term and long-term infrastructure needs. Please provide scenarios based upon different levels of funding and cost efficiencies that can potentially be realized.

L. Notices of Motion

Trustee Stirling served notice that she will make a motion that the Board of Trustees affirms its support for publicly-funded, publicly-owned, and publicly-accountable infrastructure projects and will advocate for all new school construction projects to be built as public projects, not public-private partnerships.

M. Next Board Meeting: Tuesday, March 19, 2019, at 2:00 p.m.

N. Adjournment: 3:30 p.m.

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: March 19, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2019-2020 Budget and for the Fall Review of the 2018-2019 Results and the Plans for 2019-2020

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Jeremy Higginbotham, Robert Mah, Madonna Proulx, Karen Robinson

REFERENCE: [Province of Alberta School Act](#)

ISSUE

School boards are required to prepare and submit a budget to the Minister of Education by May 31 of each year for the fiscal year beginning on the following September 1. However, due to uncertainty of a provincial budget being released prior to the election, administration is predicting a submission extension to June 30.

The spring proposed budget is based on projected enrolment. The fall revised budget must be updated and submitted to the province by November 30, based on the actual September 30 enrolment. The Board of Trustees is also required to meet government policy and requirements for school board planning and results reporting no later than November 30.

BACKGROUND

A provincial election has to be called on or before May 3, 2019, to allow for the 28 day election period required as the election has to occur by May 31, 2019. Currently no indication has been made as the release date of the provincial budget.

In order to address the uncertainty of the budget release, administration has prepared two scenarios for the process and timelines around the spring budget (Attachment I). It is important to note that the date that budget allocations are available to schools and central decision units remains unchanged, regardless of when the provincial budget is released. If provincial funding assumptions change after the budget allocations have been calculated, administration will determine what additional steps would be required in order to balance the District's 2019-2020 budget.

Each school year, the Board of Trustees approves the process and timeline for review of the previous year's results as well as the review of the plans established for the current school year. Through discussions, Trustees have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2019-2020 plans. The Board of Trustees will also gain an understanding of how schools and central departments will develop their plans in support of District priorities.

Schools and central decision units will report on their results (Attachment II) achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2018-2019 as

well as identify the biggest challenges and improvement opportunities that will impact their 2019-2020 plans. The Plans document details priority, high impact SMART goals for the upcoming school year (Attachment III).

RELATED FACTS

- The process and timelines dates for the spring proposed budget are subject to change based on the upcoming provincial election.
- The Distribution of Funds report will be presented at the Caucus meeting on April 16, 2019, and at the April 30, 2019, Board meeting.
- The proposed budget is based on projected enrolment, proposed revenue, and the basis of allocation. It is then updated in the fall based on September 30 enrolment.
- School subcommittee meetings have been scheduled to take place November 18 - 29, 2019. During the school subcommittee meetings, Trustees, in collaboration with assistant superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment IV. Attachment V identifies the proposed groupings (based on Trustee ward) for Trustee subcommittee reviews. This schedule will be updated in September to adjust for changes in school principalship.
- Central subcommittee meetings have been scheduled to take place November 15 - 20, 2019. There will be three central subcommittee meetings scheduled for a maximum of three hours per session. The Superintendent will present his decision unit results review and plans as part of the Annual Education Results Review at public Board meeting on November 26, 2019 (subject to finalization of 2019-2020 Board dates)
- As in previous years, the school decision units with first- and second-year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2019.

RECOMMENDATION

1. **That the Process and Timeline for the 2019-2020 Spring Budget and the 2019-2020 Fall Revised Budget, as outlined in Attachment I, be approved.**
2. **That the Process and Timeline for Review of the 2018-2019 Results and the 2019-2020 Plans, as outlined in this report be approved.**

NEXT STEPS

- If approved by the Board of Trustees, the 2019-2020 budget process and timeline will be communicated to principals and central decision unit leaders.
- Consistent with prior years and if there is no extension date, a draft budget report will be sent to Alberta Education on May 31, 2019, with the final report being submitted following Board approval on June 11, 2019.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process and Timeline for the 2019-2020 Budget (Calendar)
ATTACHMENT II	2018-2019 Results Review - document template
ATTACHMENT III	2019-2020 Plans - document template
ATTACHMENT IV	Proposed Agendas
ATTACHMENT V	School and Central Groups for review of 2018-2019 results and 2019-2020 plans – Trustees Subcommittee Review

MP:ja

Spring Proposed 2019-2020 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
MAR	3	4	5 BOARD 2:00pm	6	7	8	9
	10	11 District PD Day	12	13	14	15	16
	17	18	19 BOARD 2:00pm Process & Timeline Recommendation MARS #14285	20	21	22	23
	24	25 Spring Recess (March 26-29)	26	27	28	29	30
APR	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16 CAUCUS Distribution of Funds Feedback MARS #14245 BOARD 2:00pm	17	18 Bill 1 Fee Template Opens (Finance Live)	19 Good Friday	20
	21	22 Easter Monday	23 Enrolment File	24	25	26	27
	28	29	30 BOARD 2:00pm Distribution of Funds Recommendation MARS #14264	1 Budget Opens Allocations to Schools & Central (BPS)	2	3	4
MAY	5	6	7	8 Budget Due (BPS)	9	10	11
	12	13	14 CAUCUS BOARD 2:00pm	15	16	17 Bill 1 Fee Template Due (Finance Live)	18
	19	20 Victoria Day	21 Teacher's Day in Lieu	22	23	24	25
	26	27	28 SPECIAL CAUCUS (SCENARIO "A") Caucus-Intro. of Spring Budget Feedback MARS #14272 BOARD 2:00pm	29	30	31 (SCENARIO "A") Draft Budget & Bill 1 to Province	1
	2	3 ASBA SPRING MTG	4 ASBA SPRING MTG	5	6	7	8
JUN	9	10	11 CAUCUS (SCENARIO "B") Caucus-Intro. of Spring Budget Feedback MARS #14272 OR BOARD 2:00pm (SCENARIO "A") Approval of Spring Budget Recommendation MARS #14275	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25 BOARD 2:00PM (SCENARIO "B") Approval of Spring Budget Recommendation MARS #14275	26	27 Last Day of Instruction	28 Last Operational Day (SCENARIO "B") Budget & Bill 1 to Province	29

Scenario "A" – Provincial budget released prior to April 25

Scenario "B" – Provincial budget released after April 25

Fall Revised 2019-2020 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEP	1	2 Labour Day	3 FIRST DAY OF INSTRUCTION	4	5	6	7
	8	9	10 BOARD 2:00PM	11	12	13	14
	15	16	17	18	19	20	21
	22	23 District PD Day	24 BOARD 2:00PM	25	26	27 Results/Planning Modules Open (BPS)	28
OCT	29	30	1	2	3	4	5
	6	7	8 BOARD 2:00PM	9	10	11 Results/Planning Documents Due (BPS)	12
	13	14 Thanksgiving	15 Revised Budget Open - Allocations to Schools & Central (BPS)	16	17	18	19
	20	21	22 BOARD 2:00PM Revised Budget Due (BPS)	23	24	25 District PD Day	26
NOV	27	28	29	30	31	1	2
	3	4	5 BOARD 2:00PM	6	7	8 Target Date to Distribute Results Review + Plans to Trustee's & Assistant Superintendents	9
	10	11 Remembrance Day	12 Teachers' Day In Lieu	13 Board Approved Non-Instructional	14	15 Central Results Reviews - AM	16
	17	18 ASBA School Results Reviews	19 ASBA School Results Reviews	20 Central Results Reviews	21 School Results Reviews	22 Audit Committee Fall Budget Update to Caucus	23
	24	25 School Results Reviews	26 BOARD Fall Budget Update presented at Board MARS (TBD)	27 School Results Reviews	28 School Results Reviews (Reserved for possible changes)	29 District PD Day Fall Budget Update due to the Province	30

**PROCESS AND TIMELINE FOR THE 2019-2020 SPRING PROPOSED
BUDGET (DETAIL)**

Spring/Planning Timeline	Process
March 19, 2019	<ul style="list-style-type: none"> • Process and Timeline for spring proposed budget is recommended to Board
April 16, 2019	<ul style="list-style-type: none"> • Distribution of Funds report is presented to Caucus
April 18, 2019	<ul style="list-style-type: none"> • Bill 1 Fee template opens (Finance Live)
April 30, 2019	<ul style="list-style-type: none"> • Distribution of Funds Recommendation to Board
May 1, 2019	<ul style="list-style-type: none"> • Budget opens; schools and central departments receive projected allocations and budget requirements (BPS)
May 8, 2019	<ul style="list-style-type: none"> • Budget due (BPS)
May 17, 2019	<ul style="list-style-type: none"> • Bill 1 Fee template due (Finance Live)
May 28, 2019	<ul style="list-style-type: none"> • Scenario "A" Intro of spring budget to special Caucus
May 31, 2019	<ul style="list-style-type: none"> • Scenario "A" Draft of budget & Bill 1 to Province
June 11, 2019	<ul style="list-style-type: none"> • Scenario "B" Intro of spring Budget to Caucus <u>or</u> • Scenario "A" Approval of spring proposed budget to Board
June 25, 2019	<ul style="list-style-type: none"> • Scenario "B" Approval of spring proposed budget to Board
June 28, 2019	<ul style="list-style-type: none"> • Scenario "B" Budget & Bill 1 to Province

Scenario "A" – Provincial budget released prior to April 25

Scenario "B" – Provincial budget released after April 25

**PROCESS AND TIMELINE FOR THE 2019-2020 FALL REVISED
BUDGET (DETAIL)**

Timeline	Process
September 27, 2019	<ul style="list-style-type: none"> • BPS Results/Planning modules open (BPS)
October 11, 2019	<ul style="list-style-type: none"> • Results Review & Planning documents due (BPS)
October 15, 2019	<ul style="list-style-type: none"> • Revised budget opens (BPS) • Allocations to schools and central
October 22, 2019	<ul style="list-style-type: none"> • Fall revised budget is due (BPS)
November 8, 2019	<ul style="list-style-type: none"> • 2018-2019 results review and 2019-2020 planning documentation available for Trustees
November 15 to 28, 2019	<ul style="list-style-type: none"> • School Trustee Subcommittees • Each group of principals presents their results at a public meeting to designated Trustees • Central Trustee Subcommittees • Each central department presents their results at a public meeting to designated Trustees
November 22, 2019	<ul style="list-style-type: none"> • Fall budget update to Caucus • Fall budget update to Board
November 26, 2019	<ul style="list-style-type: none"> • Superintendent of schools' DU to be presented at Board as part of the Annual Education Results Review (AERR).
Prior to November 30, 2019	<ul style="list-style-type: none"> • Assistant superintendent subcommittees • First and second year principals present their results to designated assistant superintendents • Review of remaining schools from assistant superintendents' catchment areas
November 29, 2019	<ul style="list-style-type: none"> • Fall budget update submitted to the Province

2018-2019 Results Review**School Name – DU #****District Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2018-2019 report on the results you achieved (with evidence, including referencing the school's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2018-2019 Budget*

Results Achieved:

SMART Goal #2: *goal will be imported from the 2018-2019 Budget*

Results Achieved:

SMART Goal #3: *goal will be imported from the 2018-2019 Budget*

Results Achieved:

Challenges:

What were the biggest challenges encountered in 2018-2019?

Improvement Opportunities:

What are the opportunities for improvement from 2018-2019 that will inform your plan for 2019-2020?

**2019-2020 Plans****School/Central Name: DU #****District Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2019-2020 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

SMART Goal #1:**SMART Goal #2:****SMART Goal #3:**

TRUSTEE SUBCOMMITTEE MEETINGS**AGENDA**

1. Welcome by the Trustee, and introductions by the Assistant Superintendent. (3 min.)
2. Introductions by Principals/Central DU executive of any staff, students, parents or community members in attendance. (4 min.)
3. Introductory remarks by the Chairperson (5 min.)
4. Group discussion facilitated by Chairperson and Assistant Superintendent. (2 hours.)
5. Break where appropriate. (10 min.)
6. Final remarks and closing of the meeting by the Chairperson. (5 min.)

LUNCH

- There will be a 1 to 1-½ hour break between the a.m. and p.m. sessions to allow time for lunch and travel time to the afternoon host school.
- There is no expectation that schools provide lunch for Trustees or Assistant Superintendents.



**SCHOOL/CENTRAL REVIEW 2018-2019 RESULTS
AND 2019-2020 PLANS
POTENTIAL SPEAKING NOTES FOR THE
CHAIRPERSON, TRUSTEE SUBCOMMITTEE**

Suggested Trustee Welcome and Introductions

My name is () and I am pleased to welcome each of you to the Trustee subcommittee review of the 2018-2019 results and the 2019-2020 plans. I am going to begin by calling upon the Assistant Superintendent to introduce each principal who will in turn introduce staff, students, parents as well as any community members who are with us today.

Suggested Trustee Opening Remarks

The Board of Trustees is elected to represent the public and is responsible and accountable to the public and to the provincial government for the expenditure of the District's annual budget.

In collaboration with staff, students, parents and the general public, the Board established the District's vision, mission and priorities. A District plan was then developed to align with, and support these priorities.

As part of the accountability process, Trustees have the opportunity to review the results of schools from the previous year, and to learn about the plans for the current school year in support of the overall District Priorities. This helps us formulate a better picture of what is happening not only in your school but in all schools across the District. These meetings allow Trustees to hear about:

- Each school's biggest success/achievement from the goals that were set last year.
- If there were any challenges that were encountered.
- What the plans/goals are for the current school year.

I would now like to call upon the principal of each school to start the discussion by: (for example using the suggested common question #1 from below) highlighting a goal that was established last year in their school plan around Priority 1. If possible, please refer to your Accountability Pillar Data, the District Feedback Survey or any other measure that supports your results.

SCHOOLS – SUGGESTED FORMAT

Please note: the purpose of this suggested format is to provide consistency among all the results review meetings taking place.

Environment

- More conversation-based rather than formal presentation-based.
- Safety/openness to sharing both successes and challenges.
- No additional documentation is required to be distributed at the meeting.

While Trustees can ask any questions/clarify any responses, suggested common questions are included below to help with consistency across the various meetings. These optional questions are shared with schools in advance to support them in being adequately prepared to respond.

Optional Suggested Common Questions:

1. Principals are asked to refer to the goal that they established last year in their school plan related to Priority 1.
 - Reflecting on your Accountability Pillar data, the District Feedback Survey results and any other local measures, discuss your greatest success.
 - What strategies did you use to achieve this success?
 - What are some potential next steps?
2. Principals are asked to refer to any of the goals established last year in their school plan.
 - Reflecting on your Accountability Pillar data, and/or the District Feedback Survey results and/or any other local measures, what does the data indicate is your greatest opportunity for growth?
 - How does this opportunity for growth connect to the goals outlined in your 2019-2020 school plan?
 - What strategies will you use to achieve your goal?
 - What evidence will be used to demonstrate success in achieving this goal?
3. Part of our role as a Trustee is to determine if there are common areas of challenge across the District and to advocate for potential solutions.

Mental Health:

- What have you been seeing as needs in terms of student mental health?
- How has your school team supported positive mental health at your school?
- How can we, as Trustees, advocate to help the mental health needs at your school?

FNMI:

- How have the recommendations from the Organization for Economic Co-operation & Development (OECD) report impacted teaching and learning in your school?

School and Community Partners:

- How have Community Partnerships served to support the success of students in your school?

Related to other items:

- Discuss a challenge you encountered at your school during the 2018-2019 school year.
- How was it handled? What did you learn?
- Will this challenge impact the 2019-2020 school year?
- After hearing from other schools today, are there any supports or strategies you could have used to address your challenge?

4. Other Attendees

- If time allows, direct limited questions to parents/other parties in attendance; possibly tie back to a District Feedback Survey question (i.e. How has the school provided you opportunities to be involved in (your child's) education?) Keep responses to a limited time to allow all parties in attendance an opportunity to contribute.

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

****Superintendent of Schools DU to be reviewed at Board November 26, 2019**

**Friday, November 15, 2019
9:00 am to 12:00 pm**

Trustee
Trustee
Trustee
Conference Room TBD
<p><i>Assistant Superintendents:</i> <i>Kathy Muhlethaler</i> <i>Kent Pharis</i> <i>Leona Morrison</i> <i>Liz Yule</i> <i>Mike Suderman</i> <i>Ron MacNeil</i></p> <p>Curriculum & Resource Support Diversity Education Inclusive Learning International Programs Languages Centre at Woodcroft Research & Innovation</p> <ul style="list-style-type: none"> • First Nations Metis and Inuit Education Strategic District Supports

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

Monday, November 18, 2019

	WARD E	WARD F	WARD D
	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBE
	Trustee Ken Gibson Assistant Superintendent Kent Pharis	Trustee Michael Janz Assistant Superintendent Kathy Muhlethaler	Trustee Trisha Estabrooks Assistant Superintendent Liz Yule
	Elmwood Hillcrest Rio Terrace	Allendale Avalon Belgravia Queen Alexandra	Forest Heights Hardisty McNally
WARD A	WARD E	WARD F	WARD B
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Cheryl Johner Assistant Superintendent Leona Morrison	Trustee Ken Gibson Assistant Superintendent Kent Pharis	Trustee Michael Janz Assistant Superintendents Kathy Muhlethaler Mike Suderman	Trustee Michelle Draper Assistant Superintendent Ron MacNeil
Athlone Elizabeth Finch Hilwie Hamdon McArthur	Callingwood Ormsby Patricia Heights S. Bruce Smith	Brander Brookside Lansdowne Riverbend	Belmont Belvedere Overlanders

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

Tuesday, November 19, 2019

WARD F	WARD G	WARD I
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Michael Janz Assistant Superintendent Mike Suderman	Trustee Bridget Stirling Assistant Superintendents Kent Pharis Liz Yule	Trustee Sherry Adams Assistant Superintendent Leona Morrison
Duggan Richard Secord Sweet Grass	Avonmore Metro Ottewell Vimy Ridge	Bisset Kate Chegwin Pollard Meadows Weinlos

WARD F	WARD G	WARD D
1:00 to 3:30 pm Host School:	1:00 to 3:30 pm Host School:	1:00 to 3:30 pm Host School
Trustee Michael Janz Assistant Superintendent Mike Suderman	Trustee Bridget Stirling Assistant Superintendent Liz Yule	Trustee Trisha Estabrooks Assistant Superintendent Ron MacNeil
George H. Luck Vernon Barford Westbrook	A. Blair MacPherson Jackson Heights Julia Kiniski Velma E. Baker	Ivor Dent Oliver Virginia

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

****Superintendent of Schools DU to be reviewed at Board November 26, 2019**

Wednesday, November 20, 2019

9:00 am to 12:00 pm

Trustee Trustee Trustee
Conference Room TBD
<i>Darrel Robertson, Superintendent</i> Communications District Foundation District Support Services General Counsel Human Resources

1:00 to 4:00 pm

Trustee Trustee Trustee
Conference Room TBD
<i>Darrel Robertson, Superintendent</i> <i>Lorne Parker, Assistant Superintendent</i> <i>Todd Burnstad, Chief Financial Officer</i> District Information Management District Technology Financial Services Infrastructure Student Information Student Transportation

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

Thursday, November 21, 2019

WARD I

9:00 to 11:30 am Host School: TBD
Trustee Sherry Adams Assistant Superintendent Liz Yule
Dan Knott Kameyosek Meyokumin Meyonohk

WARD B

9:00 to 11:30 am Host School: TBD
Trustee Michelle Draper Assistant Superintendent Ron MacNeil
Kildare Londonderry M. E. LaZerte McLeod

WARD E

9:00 to 11:30 am Host School: TBD
Trustee Ken Gibson Assistant Superintendent Kent Pharis
Bessie Nichols Kim Hung Michael A. Kostek

WARD G

1:00 to 3:30 pm Host School: TBD
Trustee Bridget Stirling Assistant Superintendent Liz Yule
Edith Rogers Malcolm Tweddle Millwoods Christian

WARD A

1:00 to 3:30 pm Host School: TBD
Trustee Cheryl Johner Assistant Superintendent Kathy Muhlethaler
Queen Elizabeth Rosslyn Scott Robertson

WARD C

1:00 to 3:30 pm Host School: TBD
Trustee Shelagh Dunn Assistant Superintendents Kent Pharis Leona Morrison
Dovercourt Hospital School Campuses Westmount

WARD D

1:00 to 3:30 pm Host School: TBD
Trustee Trisha Estabrooks Assistant Superintendent Ron MacNeil
Beacon Heights Eastglen Highlands

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

Monday, November 25, 2019

WARD A	WARD B	WARD C
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Cheryl Johner Assistant Superintendents Kathy Muhlethaler Kent Pharis	Trustee Michelle Draper Assistant Superintendent Ron MacNeil	Trustee Shelagh Dunn Assistant Superintendent Leona Morrison
Institutional Services Lago Lindo Lorelei Mary Butterworth	Dr. Donald Massey Edmonton Christian NE Horse Hill John D. Bracco	Britannia Coronation Westminster Youngstown

WARD G	WARD A	WARD F	WARD C
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Bridget Stirling Assistant Superintendents Leona Morrison Liz Yule	Trustee Cheryl Johner Assistant Superintendent Kathy Muhlethaler	Trustee Michael Janz Assistant Superintendent Mike Suderman	Trustee Shelagh Dunn Assistant Superintendent Kent Pharis
Greenview Hillview Lee Ridge Minchau	Dickinsfield Glengarry Mee Yah Noh Northmount	AB School for the Deaf D. S. MacKenzie Harry Ainlay McKee	David Thomas King Michael Phair Winterburn

**School and Central Groups for Review of 2018-2019 Results
and 2019-2020 Plans
Trustee Subcommittee Review**

Wednesday, November 27, 2019

WARD C	WARD D	WARD H
9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD	9:00 to 11:30 am Host School: TBD
Trustee Shelagh Dunn Assistant Superintendents Kathy Muhlethaler Leona Morrison Ron MacNeil	Trustee Trisha Estabrooks Assistant Superintendents Kent Pharis Liz Yule	Trustee Nathan Ip Assistant Superintendent Mike Suderman
Edmonton Christian High Edmonton Christian West Spruce Avenue Victoria	Argyll Centre Gold Bar Rutherford	Constable Daniel Woodall Johnny Bright Lillian Osborne

WARD I	WARD E	WARD H
1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD	1:00 to 3:30 pm Host School: TBD
Trustee Sherry Adams Assistant Superintendents Leona Morrison Liz Yule	Trustee Ken Gibson Assistant Superintendent Kent Pharis	Trustee Nathan Ip Assistant Superintendent Mike Suderman
Crawford Plains Jan Reimer Shauna May Seneca Svend Hansen	Afton Glendale Jasper Place Meadowlark Christian	Donald R. Getty Dr. Lila Fahlman George P. Nicholson Keheewin

DATE: March 19, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Value Management Study

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE

STAFF: Shauna Bland, Terri Gosine, Roland Labbe, Rory Mauricio, Ron McGowan, Jennifer Thompson, Christopher Wright

REFERENCE:

ISSUE

Similar to many school jurisdictions across Alberta, Edmonton Public Schools faces a mounting challenge in addressing building conditions of aging school building inventory. Identifying the condition and quantifying the value to address the conditions of our building inventory is an important component to developing strategies and action plans to address these challenges.

BACKGROUND

In the 2016-2017 school year, the District began the *Space for Students in Mature Communities* initiative to address aging buildings and low enrolment in three school clusters. A total of 15 schools were identified for community engagement to determine how to better serve these school communities. Modelled after the Lawton Cluster review, where three existing schools were identified for consolidation within a new Kindergarten to Grade 9 school (Ivor Dent School), Space for Students sought to find outcomes acceptable to the three community groups under a similar approach. In support of the process, independent condition assessments were commissioned for each school building to have up-to-date information related to the amount of deferred maintenance in these buildings. The 15 buildings were assessed to have a deferred maintenance deficit totaling \$106.5 million. The value of the information on the state of District school buildings led to the commissioning of an additional school building condition audit, conducted with the same format as provincial audits.

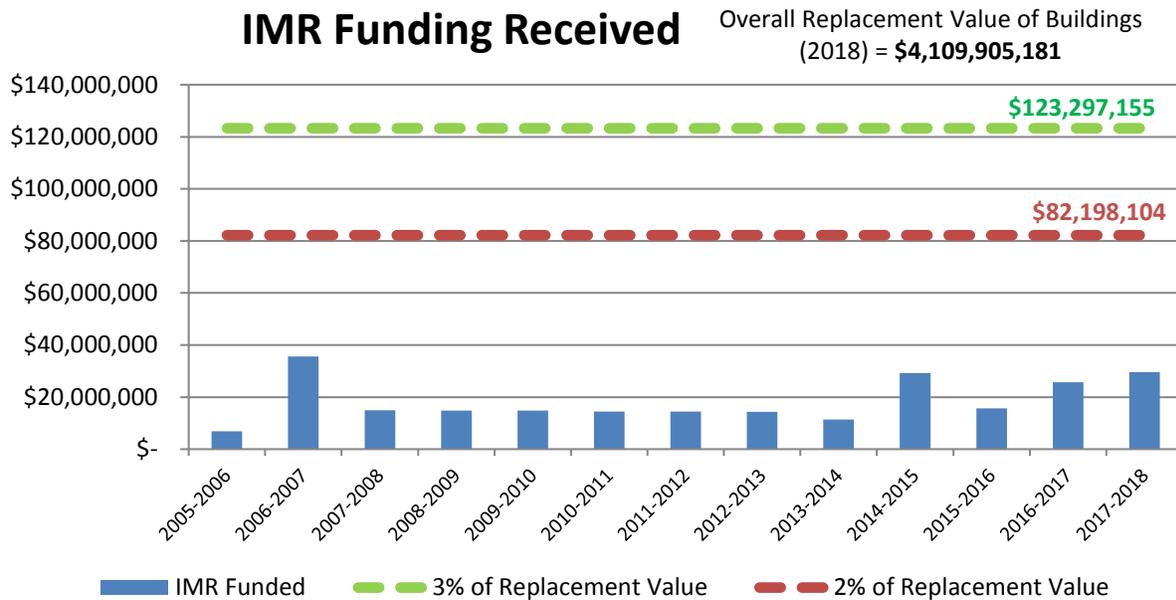
CURRENT SITUATION

The total deferred maintenance value of the 171 school buildings that had condition assessments completed is \$756,984,958 (Attachment I). The greatest value in terms of maintenance classification categories is the building envelope category at 26 per cent, followed by mechanical systems at 25 per cent, electrical systems at 18 per cent, interior-architectural at 17 per cent, with 14 per cent comprised of the three remaining categories. A description of the maintenance classification categories is provided in Attachment II.

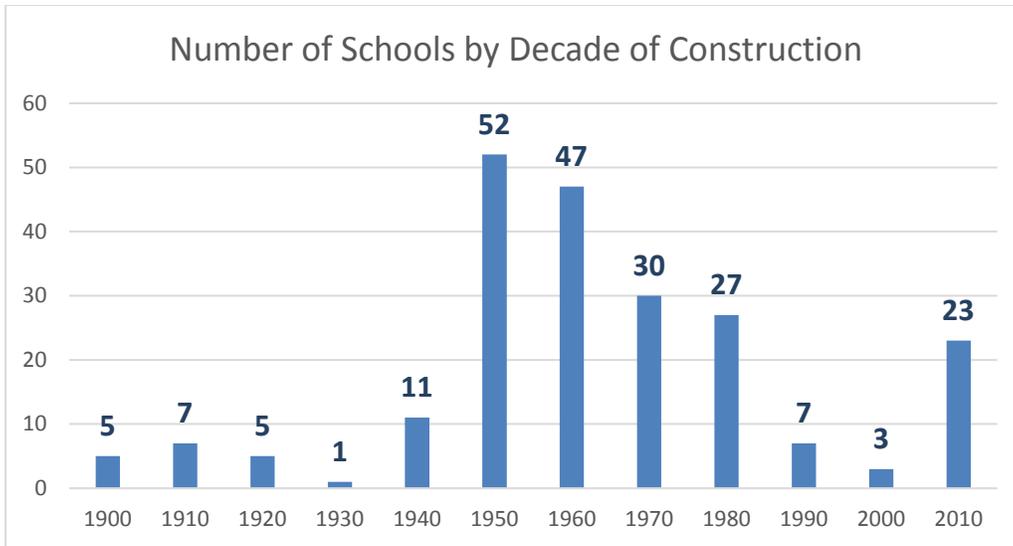
Many of the building envelope components of our schools are exposed to our harsh climatic conditions, including extreme cold and heat and associated freezing and thawing, which causes building materials and soils to expand and contract. Along with exposure to wind, rain and increasing solar ultraviolet light, building envelope components such as exterior walls, windows, doors, roofing, and roof openings are

vulnerable to the elements when not in like-new condition. Basement walls, floors and foundations, exterior ramps and stairs, and hard-surface areas like sidewalks, parking areas, asphalt play areas and pads are as vulnerable when subjected to freezing, thawing and ground heaving. Mechanical, electrical and interior walls, floors, plumbing and finishes, are subjected to daily wear and tear, not just by students and staff, but through partner and community use after school hours.

For many years, there has been insufficient funding to properly maintain our buildings. Industry standard for public infrastructure reinvestment suggests that between two and four per cent of replacement value should be invested annually to keep buildings in good order. The Government of Alberta’s 20-Year Strategic Capital Plan states: “Literature on maintenance costs suggests that annual costs to maintain a building are approximately 2 percent of its replacement cost.” The City of Edmonton and University of Alberta also confirm the two to four per cent rate. This assumes a beginning state that is new or like new. In terms of capital funds provided to our District, the provincial Infrastructure Maintenance Renewal (IMR) program represents the major funding source to address maintenance. The following graphic indicates the level of IMR the District has been receiving since 2005-2006, with a two to three per cent of replacement cost range indicating a minimum amount that should be reinvested annually.

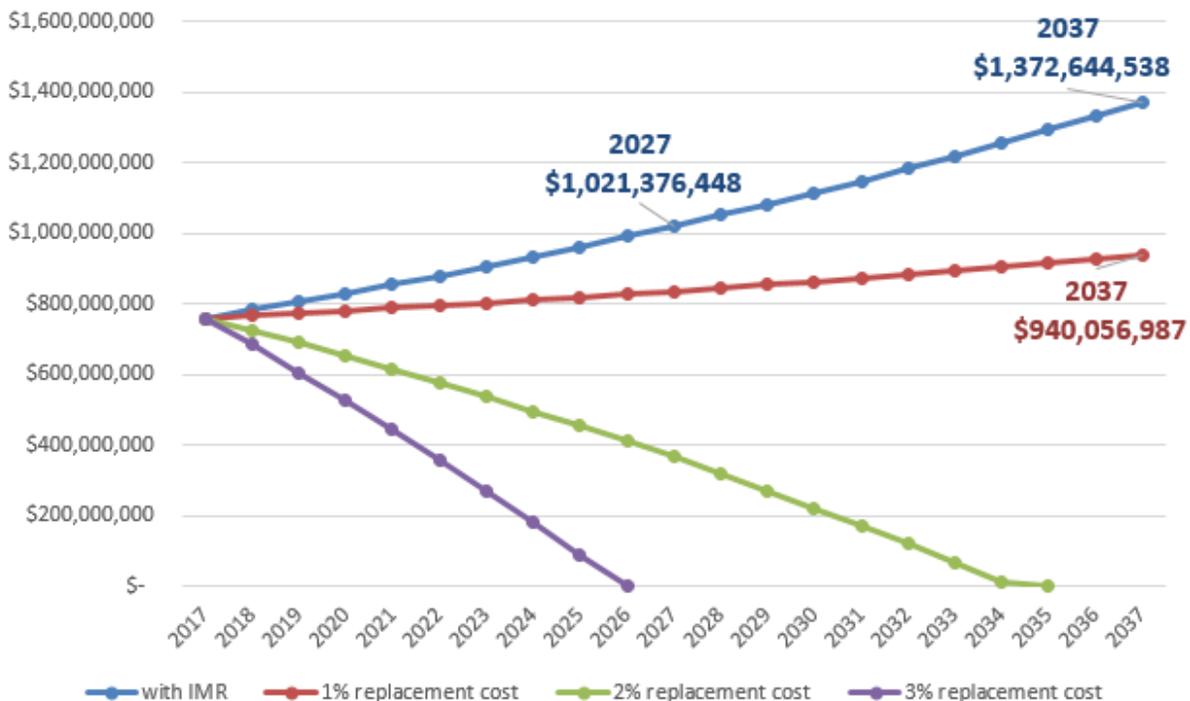


Funding is inadequate to meet a two to three per cent reinvestment benchmark level of funding. Reinvestment is not currently keeping pace with aging facilities and a growing deferred maintenance liability. As our buildings age, it is anticipated that replacement values will rise, with a corresponding two to three per cent increase in reinvestment funding needed. A reduction in capital funding and grants will contribute to a faster rise in the deferred maintenance total. Occasional funding for school modernizations or replacement schools can contribute to a more rapid reduction in deferred maintenance; however, funds for modernizations rarely cover all deferred maintenance areas. Overall funding for these types of projects is sporadic and unpredictable. While some construction has occurred with modernizations and replacement buildings, the overall age of the District’s schools will continue to increase.



This year, 127 of the District’s schools are 50 years old or older (opened in or prior to 1968). By 2028, 156 schools will be 50 years old or older. Approximately 39 per cent of the District’s deferred maintenance is categorized as “Emergent” or “Significant Deficiencies”, valued at approximately \$295 million, while annual IMR funding ranges anywhere from \$15 to \$30 million. In this context, the deferred maintenance deficit will continue to rise as buildings and components age without replacement. Under the current funding model, the magnitude of the increase will become unmanageable fiscally, and the ability to continue to operate some buildings could be at risk.

Projected Deferred Maintenance Value



The Projected Deferred Maintenance Value graph shows the various scenarios of how the District’s total deferred maintenance is affected through different funding mechanisms. The scenario “with IMR” assumes that the maintenance will continue to climb at the average rate it has between 2017 and 2018 where the average IMR amount received was \$25 million. The replacement cost scenarios assume the same growth but with a percent of replacement cost for all district buildings (\$4.1 billion in 2018) in place of IMR funding and capital funding for modernizations.

The assumptions in the graph (page 3) include:

- The replacement cost of the buildings remains constant at \$4.1 billion over the 20 year period
- The growth in deferred maintenance remains at 3%, the average rate of growth between 2017 and 2018
- The amount of IMR received each year is approximately \$25 million
- No space is added or removed

Given the lack of adequate funding to plan and implement preventative maintenance, jurisdictions are placed in a position of focusing efforts on unplanned or reactive maintenance and repair, the least cost-effective approach. A planned, preventative maintenance program informed by accurate system and component data, funded to meet benchmarks for reinvestment or replacement of components, would be the most cost effective approach.

The District will continue to advocate for stable and predictable capital funding to help address the mounting deferred maintenance deficit. This would include capital funds for modernization and replacement projects, as well as advocating for maintaining or growing the amount of IMR to be made available. Annual funding equivalent to 3 per cent of total replacement value (\$123 million) will result in a deferred maintenance decrease and a sustainable capital schedule would be realized to replace some of the existing aged space utilized by students. With annual funding equivalent to 2 per cent (\$82 million), the same result would be achieved over a longer time period.

In place of the current funding approach, a model that provides funding in five-year envelopes would increase the District’s flexibility, ability to be proactive and responsive in addressing deferred maintenance.

- Funding blocks would provide greater flexibility to procure and bundle projects to maximize value.
- The capacity of the construction industry under such a model could lead to completion of additional projects in a more timely fashion than would be realized in a conventional manner.
- Block funding could allow for some measured debt servicing to supplement Provincial resources.
- The District could engage in mature community conversations with greater certainty and transparency.
- Additional opportunities for partnerships with community partners would be feasible under a more consistent, block-funded system.

KEY POINTS

- The total deferred maintenance value of the 171 school buildings that had condition assessments completed is \$756,984,958.
- Building envelope components represent 26 per cent of the total, followed by mechanical systems at 25 per cent, electrical systems at 18 per cent, interior-architectural at 17 per cent, and 14 per cent comprised of the three remaining categories.
- Industry standard for public infrastructure reinvestment suggests that between two and four per cent of replacement value should be invested annually to keep buildings in good order.

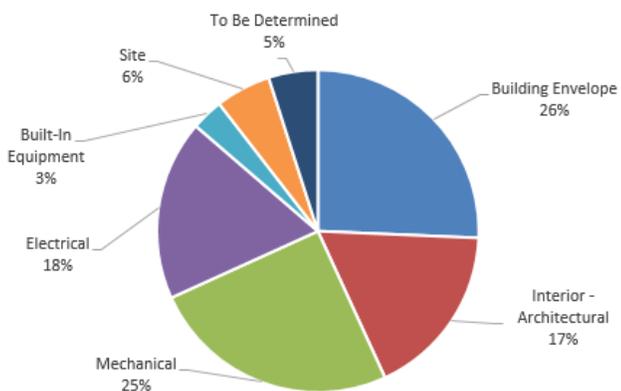
- Funding is inadequate to meet a two to three per cent reinvestment benchmark level of funding.
- Reinvestment is not currently keeping pace with aging facilities and a growing deferred maintenance liability.
- As our buildings age, it is anticipated that replacement values will rise, with a corresponding two to three per cent increase in reinvestment funding needed.
- A reduction in capital funding and grants will contribute to a faster rise in the deferred maintenance total.
- This year 127 schools are 50 years old or older (opened in or prior to 1968) and by 2028, 156 schools will be 50 years old or older.
- Approximately 39 per cent of the District’s deferred maintenance categorized as “emergent” or “significant deficiencies”, valued at approximately \$295 million.
- Annual IMR funding ranges anywhere from \$15 to \$30 million.
- Stable and predictable capital funding levels are required to address the mounting deferred maintenance deficit.
- Five-year funding blocks would help the District develop predictable maintenance renewal plans that could reduce the amount of deferred maintenance and enhance value through bulk purchasing.
- Debt financing matched to block funding would help to alleviate the emergent maintenance work, which is the most expensive and least cost effective approach.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Overall Deferred Maintenance as of August 2017
ATTACHMENT II	Maintenance Classification Category Descriptions
ATTACHMENT III	Deferred Maintenance by Sector
ATTACHMENT V	Potential Dashboard Map
ATTACHMENT IV	Deferred Maintenance by School

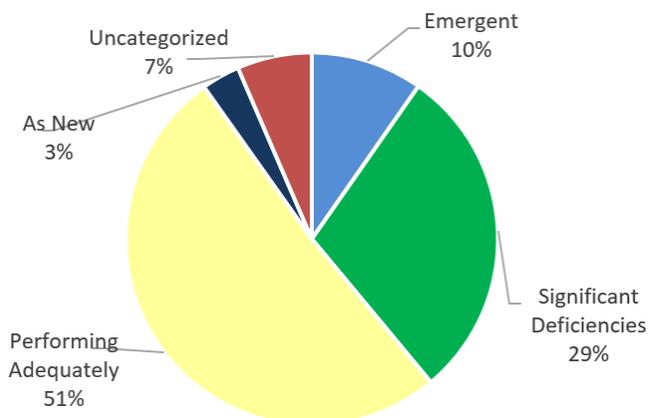
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Overall Deferred Maintenance as of August 2017



Maintenance Category	Amount	%
Building Envelope	\$ 194,277,166.87	26%
Interior-Architectural	\$ 132,358,585.64	17%
Mechanical	\$ 189,845,366.00	25%
Electrical	\$ 136,842,144.63	18%
Built-In Equipment	\$ 24,177,473.89	3%
Site	\$ 42,065,430.04	6%
To Be Determined	\$ 37,418,791.00	5%
Total	\$ 756,984,958.07	100%

Maintenance Category	Emergent	Significant Deficiencies	Performing Adequately	As New	Uncategorized	Total
Building Envelope	\$36,445,320	\$59,725,014	\$89,219,029	\$7,846,804	\$1,041,000	\$194,277,167
Interior-Architectural	\$20,691,633	\$28,252,345	\$75,200,163	\$744,745	\$7,469,700	\$132,358,586
Mechanical	\$11,597,870	\$84,705,424	\$79,743,339	\$10,601,733	\$3,197,000	\$189,845,366
Electrical	\$1,721,285	\$17,605,756	\$111,678,325	\$5,806,020	\$30,758	\$136,842,144
Built-In Equipment	\$400,280	\$6,518,826	\$17,109,998	\$148,370	\$0	\$24,177,474
Site	\$2,672,278	\$24,542,055	\$14,759,547	\$91,550	\$0	\$42,065,430
To Be Determined	\$0	\$0	\$0	\$0	\$37,418,791	\$37,418,791
Total	\$ 73,528,666	\$221,349,420	\$387,710,401	\$25,239,222	\$49,157,249	\$756,984,958



Condition Category	Amount	%
Emergent	\$ 73,528,666.52	10%
Significant Deficiencies	\$ 221,349,420.10	29%
Performing Adequately	\$ 387,710,400.73	51%
As New	\$ 25,239,221.72	3%
Uncategorized	\$ 49,157,249.00	7%
Total	\$ 756,984,958.07	100%

Maintenance Classification Category Descriptions

BUILDING ENVELOPE

Includes: foundations, basement walls and crawl spaces, building structural components and framing, exterior ramps and stairs, load bearing interior walls, exterior wall construction and finishes, exterior windows and doors roof coverings, and roof openings (i.e., skylights) etc.

INTERIOR-ARCHITECTURAL

Includes: interior wall construction and finishes, interior windows and doors, interior fittings (e.g., lockers, handrails), storage shelving, interior stair-ramp construction and finishes, floor and ceiling finishes, elevators and lifts, barrier free access, safety and fire codes, hazardous components etc.

MECHANICAL

Includes: plumbing, heating, ventilating and air-conditioning (HVAC), fire protection (i.e., sprinklers) etc.

ELECTRICAL

Includes: transformers, panel boards, switchboards and circuit boards, lighting, communication and security systems, data, emergency light and power etc.

BUILT-IN EQUIPMENT

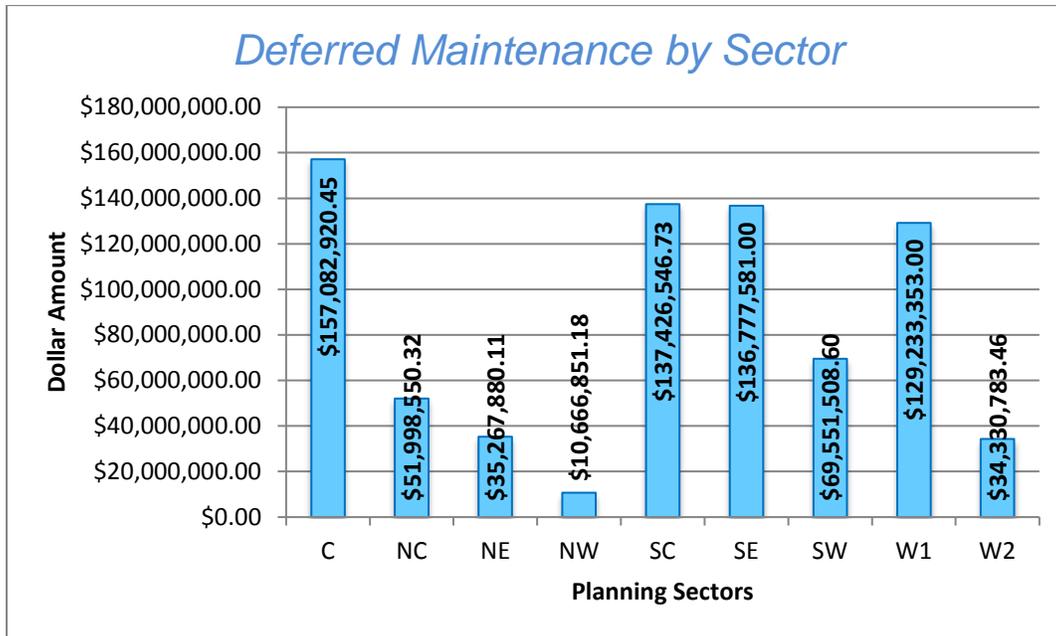
Includes: commercial, office and CTS equipment, institutional equipment (e.g., theatre and stage, laboratory equipment), maintenance equipment, fixed furnishings (casework), fixed artwork (e.g., murals), window treatment, moveable built furnishings and accessories, special construction (e.g., greenhouse), etc.

SITE

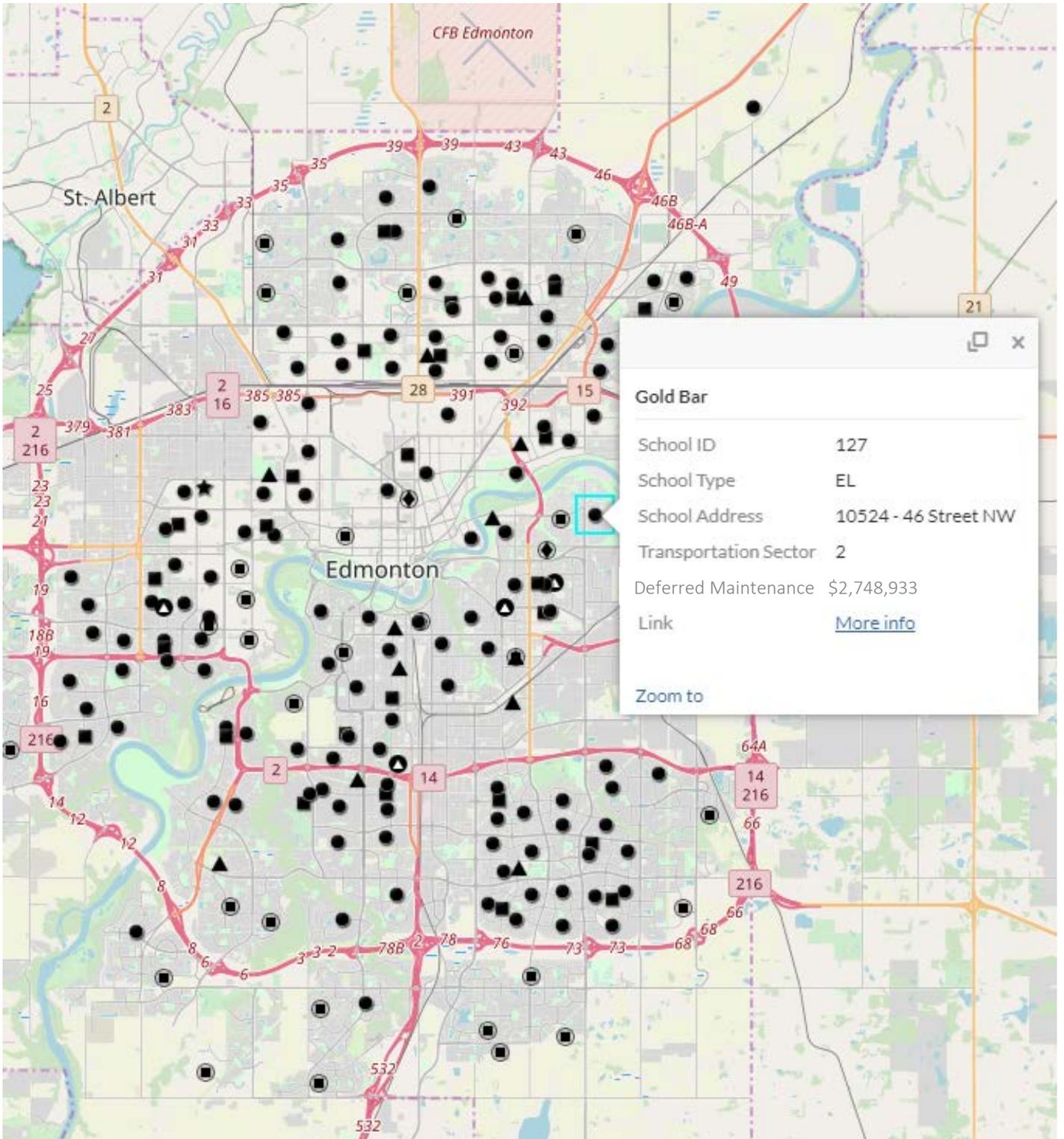
Includes: site grading, drive lanes within school property parking lot and pedestrian paving and surfacing, signage and markings, fences and gates, sports surfaces (e.g., tarmacs), landscaping, site electrical (e.g., car plugs), mechanical and utilities (e.g., storm sewer), etc.

TO BE DETERMINED

Includes: mixed category items identified under a single cost (example: foundation, sidewalk, and gymnasium wall captured as one cost).



Potential Dashboard Map



Deferred Maintenance by School

School	Sector	Total	School	Sector	Total
Abbott	NE	\$ 4,622,871	Ellerslie Primary (South)	SE	\$ 3,572,008
Academy at King Edward	SC	\$ 4,917,484	Elmwood	W1	\$ 5,676,383
Afton	SC	\$ 5,938,134	Evansdale	NC	\$ 4,632,109
Aldergrove	W2	\$ 1,732,540	Fraser	NE	\$ 2,352,883
Allendale	SC	\$ 5,516,346	Garneau	SC	\$ 4,567,187
Athlone	C	\$ 5,942,969	George H Luck	SW	\$ 1,447,516
Avalon	SC	\$ 3,720,131	George P Nicholson	SW	\$ 1,894,606
Avonmore	SC	\$ 5,657,270	Glendale	W1	\$ 3,350,553
Bannerman	NE	\$ 1,970,583	Glengarry	C	\$ 5,674,307
Baturyn	NW	\$ 3,067,509	Glenora	W1	\$ 2,711,167
Beacon Heights	NE	\$ 2,500,040	Gold Bar	SC	\$ 2,748,933
Belmead	W2	\$ 2,507,690	Grace Martin	SE	\$ 4,533,861
Belmont	NE	\$ 2,385,363	Grandview Heights	SC	\$ 1,482,509
Belvedere	C	\$ 3,007,728	Greenfield	SW	\$ 4,041,886
Bisset	SE	\$ 3,706,119	Greenview	SE	\$ 4,275,891
Braemar	SC	\$ 5,341,349	Grovenor	W1	\$ 2,877,113
Brander Gardens	SW	\$ 2,565,759	Hardisty	SC	\$ 8,762,564
Brightview	W1	\$ 8,919,918	Harry Ainlay	SW	\$ 19,996,764
Britannia	W1	\$ 14,515,308	Hazeldean	SC	\$ 3,853,045
Brookside	SW	\$ 2,382,518	Hillcrest	W1	\$ 6,118,587
Calder	C	\$ 8,682,958	Hillview	SE	\$ 1,972,235
Callingwood	W2	\$ 3,050,325	Holyrood	SC	\$ 2,106,653
Centennial	W2	\$ 2,994,897	Homesteader	NE	\$ 3,362,893
Clara Tyner	SC	\$ 2,425,116	Horse Hill	NE	\$ 5,382,798
Coronation	W1	\$ 2,370,460	Idylwylde	SC	\$ 2,532,930
Crawford Plains	SE	\$ 4,630,670	Inglewood	C	\$ 3,517,970
Crestwood	W1	\$ 3,294,783	J. Percy Page	SE	\$ 9,136,111
D.S. MacKenzie	SW	\$ 4,458,196	J.A. Fife	NC	\$ 3,695,385
Daly Grove	SE	\$ 3,814,170	Jackson Heights	SE	\$ 2,717,786
Dan Knott	SE	\$ 6,477,148	James Gibbons	W1	\$ 608,801
Delton	C	\$ 8,967,268	Jasper Place	W1	\$ 15,178,104
Delwood	C	\$ 5,034,038	John A. McDougall	C	\$ 1,415,203
Dickinsfield	NC	\$ 4,584,822	John Barnett	NC	\$ 3,060,695
Donnan	SC	\$ 4,647,453	John D. Bracco	NE	\$ 1,558,327
Dovercourt	W1	\$ 2,052,242	Julia Kiniski	SE	\$ 4,507,125
Duggan	SW	\$ 3,718,617	Kameyosek	SE	\$ 3,323,375
Dunluce	NW	\$ 3,379,336	Kate Chegwin	SE	\$ 4,905,692
Earl Buxton	SW	\$ 2,711,430	Keheewin	SW	\$ 2,347,817
Edith Rogers	SE	\$ 5,328,876	Kenilworth	SC	\$ 5,183,504
Ekota	SE	\$ 3,020,794	Kensington	C	\$ 7,424,870
Ellerslie Campus (North)	SE	\$ 5,608,343	Kildare	NC	\$ 4,011,785

Deferred Maintenance by School

School	Sector	Total	School	Sector	Total
Killarney	C	\$ 6,421,121	Patricia Heights	W1	\$ 3,096,785
King Edward	SC	\$ 4,618,424	Pollard Meadows	SE	\$ 3,597,592
Kirkness	NE	\$ 3,112,434	Princeton	C	\$ 3,989,155
L.Y. Cairns	SC	\$ 5,179,301	Queen Alexandra	SC	\$ 5,003,666
Lago Lindo	NC	\$ 2,198,400	Queen Elizabeth	C	\$ 12,102,426
Lansdowne	SC	\$ 2,177,080	Richard Secord	SW	\$ 2,075,769
La Perle	W2	\$ 2,342,863	Rideau Park	SW	\$ 1,956,621
Lauderdale	C	\$ 4,374,382	Rio Terrace	W1	\$ 4,529,537
Laurier Heights	W1	\$ 5,601,601	Riverbend	SW	\$ 4,760,678
Lee Ridge	SE	\$ 3,112,231	Riverdale	C	\$ 1,392,367
Lendrum	SC	\$ 3,497,787	Rosslyn	C	\$ 11,899,375
Londonderry	NC	\$ 6,871,383	Rutherford	SC	\$ 3,223,959
Lorelei	NW	\$ 2,038,158	S. Bruce Smith	W2	\$ 4,126,288
Lymburn	W2	\$ 2,248,230	Sakaw	SE	\$ 3,596,026
Lynnwood	W1	\$ 2,952,781	Satoo	SE	\$ 3,067,679
M.E. Lazerte	NC	\$ 9,819,057	Scott Robertson	C	\$ 4,771,425
Malcom Tweddle	SE	\$ 2,349,834	Sherwood	W1	\$ 4,579,686
Malmo	SC	\$ 2,078,143	Sifton	NE	\$ 1,846,583
Mary Butterworth	NW	\$ 2,181,848	Spruce Avenue	C	\$ 6,450,470
Mayfield	W1	\$ 4,681,456	Steele Heights	NC	\$ 4,408,095
McArthur	C	\$ 5,535,684	Steinhauer	SW	\$ 2,355,309
McKee	SC	\$ 6,990,605	Stratford	W1	\$ 5,263,509
McKernan	SC	\$ 5,180,925	Sweet Grass	SW	\$ 3,946,571
McLeod	NC	\$ 2,496,365	T.D. Baker	SE	\$ 4,914,971
McNally	SC	\$ 9,684,967	Thornccliffe	W2	\$ 4,633,032
Meadowlark	W1	\$ 3,438,587	Tipaskan	SE	\$ 3,161,370
Mee-Yah-Noh	C	\$ 4,461,420	Velma E. Baker	SE	\$ 3,123,067
Menisa	SE	\$ 3,281,921	Vernon Barford	SW	\$ 5,265,308
Meyokumin	SE	\$ 3,407,548	Virginia Park	NE	\$ 1,784,492
Meyonohk	SE	\$ 3,957,473	W.P. Wagner	SE	\$ 19,075,436
Michael A. Kostek	W2	\$ 2,246,881	Waverley	SC	\$ 5,205,433
Minchau	SE	\$ 3,526,182	Weinlos	SE	\$ 5,076,047
Mount Pleasant	SC	\$ 2,734,997	Westbrook	SW	\$ 3,626,145
Northmount	NC	\$ 4,035,928	Westglen	C	\$ 5,446,183
Norwood	C	\$ 2,492,652	Westlawn	W1	\$ 9,452,734
Oliver	C	\$ 5,771,216	Westminster	W1	\$ 3,282,693
Ormsby	W2	\$ 4,565,453	Westmount	C	\$ 6,638,657
Ottewell	SC	\$ 5,353,446	Windsor Park	SC	\$ 2,224,338

Deferred Maintenance by School

School	Sector	Total	School	Sector	Total
Overlander	NE	\$ 3,495,504	Winterburn	W2	\$ 3,882,584
Parkallen	SC	\$ 4,096,031	York	NC	\$ 2,184,526
Parkview	W1	\$ 8,293,751	Youngstown	W1	\$ 6,386,814

Closed School	Sector	Total
Alex Taylor	C	\$ 3,990,300
Bennett Centre	SC	\$ 776,839
Eastwood	C	\$ 4,027,200
Lawton	NE	\$ 5,515,982
McCauley	C	\$ 2,367,290
McKay Avenue	C	\$ 2,495,500
Queen Mary Park	C	\$ 2,814,900

DATE: March 19, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: District *Three-Year Capital Plan 2020-2023*

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE

STAFF: Josephine Duquette, Terri Gosine, Geoff Holmes, Kim Holowatuk, Scott Humphrey, Hodan Jama, Roland Labbe, Valerie Leclair, Maegan Lukian, Kyle McFarlane, Garry Padlewski, Shaminder Parmar, Crystal Plante, David Sloan, Jennifer Thompson, Christopher Wright

REFERENCE: [Infrastructure Planning Principles Policy \(EA.BP\)](#); [Environment Policy \(EO.BP\)](#); [District Strategic Plan 2018-2022](#); [Ten-Year Facilities Plan 2015-2024](#); [Amendment to the Three-Year Capital Plan 2019–2022](#); [Alberta School Capital Manual - March 2015](#);

ISSUE

The District's Three-Year Capital Plan requires annual approval by the Board of Trustees (Attachment I). The deadline for submission of the *Three-Year Capital Plan 2020–2023* to Alberta Education is April 1, 2019.

BACKGROUND

Edmonton Public Schools has realized or is in the process of completing seven school capital projects approved from previous Three-Year Capital Plans. This includes four new schools, one school modernization/addition/demolition and two replacement schools.

Infrastructure Planning Principles Policy

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles to guide capital, facility and student accommodation planning. The principles are as follows:

1. Accountability
2. Centres for Educational Excellence
3. Environmental Stewardship
4. Equitable Access
5. Fiscal Responsibility
6. Service to Community
7. Supports for the Whole Child

District Strategic Plan 2018–2022 Priorities

The Strategic Plan sets the direction for the District, guiding initiatives from 2018 to 2022. The goals for each of the three priorities respond to students' needs and community expectations while laying a strong foundation for ongoing educational and organizational success. Priority 2 - Provide welcoming,

high quality learning and working environments and Goal 2 - Quality infrastructure for all emphasize that the quality of the District's infrastructure provides a foundation for high quality teaching and learning. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more effectively, in the process ensuring our students are provided high quality learning environments.

District Infrastructure Plan

The Infrastructure Planning Principles guide the District Infrastructure Plan, which is aimed at transforming the District's inventory of infrastructure assets to ensure 21st Century Learning Environments are available for all students. The plan identifies timelines and goals, responds to community needs, addresses deferred maintenance, and right sizes District space to more efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Plan are to:

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve District demographics
- align District infrastructure operations to effectively support the District infrastructure Plan
- support asset management plans for all buildings
- ensure sufficient space is available for partnerships and community supports
- be consistent with a sustainable transportation system designed to serve District needs
- demonstrate commitment to continuous evergreening of infrastructure needs beyond 2022
- support financial efficiencies to ensure District funds are directed to the areas that provide benefits for the most students

Ten-Year Facilities Plan

The *Ten-Year Facilities Plan 2015–2024* provides an overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides facility information by sector, enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs and informs the development of the District's Three-Year Capital Plan.

RELATED FACTS

- Based on the Infrastructure Planning Principles and District Strategic Plan, the District Infrastructure Plan guides all decisions regarding District facility infrastructure investment.
- Providing welcoming, high quality learning and working environments for all students is a District priority.
- The province requires a Three-Year Capital Plan be submitted annually and an up-to-date Ten-Year Facilities Plan be available upon request.
- The District has seven capital projects underway that were announced from previous Capital Plans.
- Priorities in this Plan are carried over from the *Three-Year Capital Plan 2019-2022*, as amended October 9, 2018, as needs and conditions remain unchanged and no additional projects have been funded.
- New school construction projects are considered in growing areas where the District is challenged to provide local accommodation to students.
- The District continues to face continued growth pressures in newly developing areas, and draft projections indicate an increase of approximately 3,000 students, or three per cent for 2019–2020 (eighth straight annual increase in that range).
- Additional high school capacity needs are acute and a shortfall of space is imminent.

- Over the past two years, the District has requested 42 modular classrooms from the province to address growth pressures at several schools nearing full or exceeding capacity. The province funded 14. The District used Capital Reserve funds to fund 20. The remaining eight requests remain unfulfilled.
- It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands from new growth areas.
- The District's inventory of aging infrastructure is assessed at \$756,984,958 million in deferred maintenance.
- Addressing the deferred maintenance does not include the cost to repurpose or reconfigure space to meet program needs or deliver 21st Century high quality learning and working environments.
- Space for Students in Mature Communities projects are considered where enrolment and utilization trends are lower and facilities are oversized and/or require significant infrastructure investment.
- It is difficult to rank new construction projects with projects for mature areas as required by the Province given the collective capital needs.
- The Three-Year Capital Plan is one of the best tools the District has to advocate for adequate, stable and predictable funding that will ensure our ability to provide quality infrastructure into the 21st Century.

RECOMMENDATION

That the proposed capital priorities for modernization and new construction identified in the *Three-Year Capital Plan 2020-2023* be approved.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the *Three-year Capital Plan 2020-2023*, as presented for submission to Alberta Education.
2. Approve the *Three-year Capital Plan 2020-2023*, as amended for submission to Alberta Education.

CONSIDERATIONS and ANALYSIS

Capital Planning Methodology

The *Three-Year Capital Plan 2020–2023* outlines the District's capital priorities for the next three-year period. It includes a breakdown of project costs required by facility, and demonstrates that the District has evaluated its ability to deliver the requested projects during the three-year period. Once approved, the priorities are entered into the provincial database system, including copies of Site Readiness Checklists for new or replacement school projects identified in Year 1 of the submission. Alberta Education reviews and prioritizes the District's school capital projects in accordance with their criteria as listed in the *Alberta School Capital Manual, March 2015* (Attachment III): health and safety, building condition, utilization rates, enrolment projections, education program delivery and impact, site readiness and infrastructure performance. The review will also include any additional information provided such as regional plans or partnership opportunities. The *Three-Year Capital Plan 2020–2023* reflects investment in both mature areas and new growth areas in the District's capital priorities.

New Construction Considerations

All requests for new construction are located in developing neighbourhoods, with most being in the southwest, southeast and west areas of the City. Schools serving these areas are currently experiencing high utilization rates and more students are projected to be generated from the ongoing development.

While the District has been fortunate to receive and open almost 19,000 seats since 2010, the enrolment growth the District has experienced matched this number in the 2017–2018 school year and continues to grow at approximately 3,000 students per year. It is projected that enrolment in K–9 schools will grow by approximately 10,000 students in the next five years, and with only 2,500 additional seats being opened through new construction projects in that same time period. The majority of the projected students will reside in developing areas where schools are at or nearing capacity. Students will continue to be accommodated in schools in mature and established areas where there is some available space. If no new construction is realized, students will face increasing travel times to their designated schools, adding to student transportation challenges for families and the District.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies and data for the City of Edmonton, and analysis of pre-school and student residency data, including but not limited to:

- number of current students residing in an area and the number of projected students for that area
- the pace of development and the amount of development remaining in an area
- utilization of the schools that the majority of students residing in the area attend
- average distance travelled by the students to their designated school from the proposed site
- the “site readiness” of the proposed site as defined by the Province
- impact of any capacity recently constructed or currently under construction

From 2011 to 2016, according to Statistics Canada, the City of Edmonton total population has grown by 15 per cent. In comparison, Edmonton Public Schools student enrolment has grown 18 per cent in the same time period. Since 2016, Edmonton Public Schools has added over 6,000 more students for a total 26 per cent growth since 2011.

According to the City of Edmonton, the number of residential units has grown quickly and in high volumes in newly developing communities. The majority of this development is in the southwest, southeast and the west areas of the city. In the last five years, 10 developing neighbourhoods grew by more than 1,000 residential units; most were in the south (Chappelle, Allard, Walker Laurel, Windermere, Summerside and the Orchards) with the exception of Rosenthal in the west, and McConachie and Crystallina Nera West in the north. In addition, as of January 1, 2019, the City of Edmonton has annexed almost 8,300 hectares of land south of 41st Avenue SW. The additional land will be available for municipal development in the coming years. This future growth will continue to place enrolment pressures on our schools in the south.

In 2018, Edmonton had 56 developing communities: 21 neighbourhoods were more than 75 per cent or more complete, 16 neighbourhoods were between 50 per cent and 75 per cent complete and 19 neighbourhoods were 50 per cent or less complete. Since these neighbourhoods will near completion in various stages over the next decade, there will be simultaneous need to provide accommodation for students from K–12. If capital funding does not match the pace of development, existing schools that are already highly utilized will face increased organizational and program delivery challenges. To meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in established or mature neighbourhoods, located a significant distance away from where these students live.

Student transportation is directly impacted by the simultaneous development of 56 new communities in the City of Edmonton. Every time a new neighbourhood begins to develop, student transportation must

add buses. Often Edmonton Public Schools buses are in these communities before Edmonton Transit Service (ETS) is available. Developing communities do not have a local school at the beginning, or possibly ever, thereby requiring all students be transported to a designated school. Additionally, if a school is located in or near a developing community, students may be unable to safely walk to school due to incomplete sidewalks and roads.

Busing is generally provided to elementary students residing in neighbourhoods where there is no neighbourhood school. Currently, the greatest pressures on these fixed route ride times exist in west, southwest and southeast Edmonton, due to the long distances to designated schools. Edmonton Transit Service is the preferred means of student transportation for junior high and senior high school students. Where ETS to the designated school is not available or does not provide an acceptable level of service, yellow bus service will be provided. The number of yellow bus riders has increased by 4,000 students for the five-year period 2013–2018, or approximately 40 per cent. The greatest pressures on yellow bus ride times in the next year will be for students in developing neighbourhoods (such as Edgemont and Keswick) that are designated to schools in established areas.

Growing enrolment in attendance area high schools led to the development of the High School Accommodation Framework 2016–2019 (the Framework). The Framework has two principle priorities:

1. To effectively respond to current and future student enrolment in highly utilized high schools.
2. To repurpose space to improve efficient use of existing infrastructure in response to underutilized space.

The funding announcement for Dr. Anne Anderson High School in the Heritage Valley area has prompted an update to the Framework.

New construction of high schools is being requested in developing neighbourhoods to increase overall capacity for current and future high school students. Rising spring enrolment targets, a physical expansion, and the Optimal Enrolment Limit (OEL) setting process have maximized the number of high school spaces this year. Even with these additional spaces, coupled with the proposed construction of Dr. Anne Anderson High School, high school space is expected to be fully utilized by 2022–2023. The most acute area of need is in southeast Edmonton, where student residency is larger than the space available.

Modernization/Replacement Project Considerations

The Infrastructure Plan will guide the identification of priorities for future school consolidations, modernization and replacements. Schools that are under consideration for Space for Students in Mature Communities projects will undergo modernization/replacement considerations as a part of the engagement and analysis process. Several factors are used to prioritize modernization/replacement projects including the following:

- current and projected student enrolment
- school utilization
- Building Condition Audits and Deferred Maintenance
- building replacement costs
- Facility Condition Index
- community consultation

The total deferred maintenance is assessed at \$756,984,958 and we do not currently receive enough Infrastructure, Maintenance and Renewal (IMR) funding to address this deficit. This total, in reality, is

underestimated since it only includes the buildings with a recent audit. Deferred maintenance continues to grow every day as the condition of building components continue to deteriorate and new components that fail are added. Adding to the complexity, over 60 per cent of our deferred maintenance is in the mature areas, which is where the fewest number of students reside. However, these spaces still accommodate a large number of programs, both special needs and alternative programs. This space needs to be brought up to current standards or replaced.

Although the District has welcomed the opening of 14 new school constructions over the past three years, school modernizations are also required. Several replacement and modernization projects in core and mature communities are requested in this Three-Year Capital Plan. Modernization projects for District schools are based on the provincial facility condition, utilization and enrolment trends. The District conducted detailed facility condition assessments on many of our schools. These assessments have given a clear indication of the scope of work that is needed to maintain high quality learning environments for schools in core and mature communities. The level of funding that is required to modernize the District's aging infrastructure is higher than what was received in previous years.

All the proposed building modernizations identified are in core or mature communities where the District's oldest buildings are located. Modernizing these buildings will provide improved learning spaces for students living in those school communities, as well as reduce the District's environmental impact and improve operational efficiencies.

Space for Students in Mature Communities

The District's "Space for Students" consultations with community stakeholders in the Greater Lawton and Greater Highlands areas helped the District develop a plan to ensure all students have access to high quality 21st Century learning spaces, regardless of where they live. The Greater Highlands and the Greater Lawton communities underwent a similar consultative process beginning in 2014. In the Greater Lawton area, this resulted in the consolidation of three schools into a new K–9 school. Ivor Dent School welcomed students in September 2017. In Greater Highlands, a concept plan was approved that consolidates Highlands, Montrose and Mount Royal schools into a newly modernized K–9 Highlands School. This project has been funded and is starting the construction phase.

In March 2016, the District began an extensive consultation process with three mature community clusters - Greater Britannia (four schools), Greater Rosslyn (seven schools) and Greater Westlawn (four schools) - around school consolidation concepts. A preferred consolidation concept for the Westlawn cluster was identified and approved by the Superintendent in the spring of 2017. The approved concept will consolidate Afton, Glendale, Sherwood and Westlawn schools into a new K–3 school on the Afton site and a new Grade 4–9 school on the Westlawn site. The Board of Trustees approved an amendment to the *Three-Year Capital Plan 2018–2021* to include this concept in September 2017, and provincial funding was announced for the project in May 2018. Planning and design for the project is now underway.

A preferred consolidation concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The approved concept will consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new pre K–3 school on the Mayfield site and a new Grade K–9 school on the Britannia site. The Board of Trustees approved an amendment to the *Three-Year Capital Plan 2018–2021* to include this concept in October 2018.

General

Efficient management of Space for Students in Mature Communities projects, new construction opportunities in developing areas, growth of alternative and special education programs and the District's existing resources is a complex task. To continue to provide high quality learning environments and supports for students and community members, the District works closely with its partner organizations where possible. A strong working relationship with partners at the City of Edmonton has contributed to the initiatives in mature and developing communities. The District continues to look for additional opportunities to work with agencies and organizations that support students, their families and the broader community.

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernization/replacement schools and new school construction. Funding for modernization projects and capital renewal has been consistently below levels required to maintain high quality learning environments in the District's aging infrastructure. Administration and the Board of Trustees continue to explore innovative approaches and potential provincial funding models that represent overall efficiencies and allow for responsible approaches to meeting demand. The Three-Year Capital Plan is one of the best tools the District has to advocate for adequate, stable and predictable funding that will ensure our ability to provide quality infrastructure for all students for years to come. District administration is committed to continuing its advocacy on behalf of our stakeholders in this regard.

NEXT STEPS

The approved *Three-Year Capital Plan 2020-2023* will be submitted to Alberta Education by April 1, 2019.

ATTACHMENTS and APPENDICES

- ATTACHMENT I *Three-Year Capital Plan 2020-2023*
- ATTACHMENT II *Neighbourhood Classification (City of Edmonton 2017 Annual Growth Report)*
- ATTACHMENT III *Excerpt from Alberta School Capital Manual, March 2015*

JD:kk

Three-Year Capital Plan 2020–2023

Introduction

According to Statistics Canada, Edmonton's population grew by 120,345 residents between 2011 and 2016. This 15 per cent increase was the fifth highest growth rate in Canada among the top 100 municipal populations, and the largest among populations over 500,000 residents. Edmonton, Alberta's capital, has continued to attract new residents despite the economic impact from declining energy revenues since 2014. Although in the last three years' revenues from the energy sector have fluctuated significantly, economic conditions and employment appear to have stabilized in the capital region. The pace of development remains steady and further investments in school infrastructure will be required over the next decade.

Edmonton's economy is more diversified and growth in the professional and financial services sectors will continue to attract migrants from other regions in the province. This will contribute to an above average rate of population growth in comparison to other areas in the Province. Edmonton is Canada's youngest major city, and the number of young families and school-aged children is anticipated to continue to increase. In 2016, there were 116,170 residents between 0 and 9 years of age, representing 12.5 per cent of the population. This is reflected in high enrolment growth in Edmonton Public Schools in the same time period. Edmonton Public Schools experienced 18 per cent growth in enrolment from 2011 to 2016 compared to 15 per cent for the City of Edmonton overall. These record high figures are expected to grow as young families over the next decade continue to reside in neighbourhoods that are more family-oriented (three bedrooms or more) and affordable.

While there has and continues to be a steady investment in infill development, residential construction has primarily been focused in newly developing neighbourhoods in south and west Edmonton. Investments in new school infrastructure, including the opening of 14 new public schools over the past three years throughout the City, have helped to accommodate young families and children in developing neighbourhoods. The opening over the next three years of Dr. Anne Anderson School in Heritage Valley, Thelma Chalifoux School in Larkspur, Soraya Hafez School in McConachie, and a new K–9 school in East Chappelle will help relieve some of the pressures that existing schools currently face in trying to accommodate enrolment growth generated from newer communities. Edmonton Public Schools also continues to invest in mature areas with the construction of two replacement schools in the Westlawn and Afton communities. We believe that, wherever they live, students deserve high-quality learning environments. By working together with our valued stakeholders, we achieved success in some of our mature communities by bringing new or modernized learning environments to the Rundle area, Mill Creek, and Highlands.

With the District's commitment to the environment and providing 21st Century Learning Environments for all students in the City regardless of where they live, it will also be necessary to invest in modernizing aging facilities in core, mature and established neighbourhoods. These investments will be complemented by the City's commitment to provide a wider range of housing options through infill in these neighbourhoods. For these reasons it is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands from new growth areas. It is also difficult to rank new construction projects with projects for mature areas given the collective capital needs.

Infrastructure Planning Principles

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles to guide capital, facility and student accommodation planning. The *Three-Year Capital Plan 2020-2023* is guided by these planning principles to guide decision making around infrastructure capital investment. The principles are as follows:

1. **Accountability:** Infrastructure decisions shall be transparent, evidence based, and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of District students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental stewardship.
4. **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of District resources.
6. **Service to Community:** District infrastructure assets are public buildings intended to serve our students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities in order to provide integrated services that support District students.

The Infrastructure Planning Principles guide the District Infrastructure Plan and all infrastructure investment strategies. These principles guide the actions of the Board, the Superintendent and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning.

District Strategic Plan 2018–2022 Priorities

The Strategic Plan sets the direction for the District, guiding initiatives from 2018 to 2022. The goals for each of the three priorities respond to students' needs and community expectations while also laying a strong foundation for ongoing educational and organizational success. Priority 2 - Provide welcoming, high quality learning and working environments and Goal 2 - Quality infrastructure for all emphasize that the quality of the District's infrastructure provides a foundation for high quality teaching and learning. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more effectively and supports students as they learn.

District Infrastructure Plan

Edmonton Public Schools has the responsibility to meet a range of student needs across the city, and strives to meet community demand through a variety of program choices. The District continues to focus on providing the best education environments for students in all schools. There is a cost associated with operating and maintaining each square metre of District space, whether it is used or not used for educational purposes. District infrastructure is aging and the funding to improve all buildings while retrofitting for programming is complex as the current funding model is insufficient. The operation and maintenance of older schools costs more per square metre than that of newer schools.

An investment in modernizing or replacing schools will provide an environmentally sustainable approach to providing high quality learning environments across the city.

The challenge to accommodate all students, programs and needs increases as the delivery of additional capacity has fallen behind the growth in enrolment. Between the 2017–2018 and the 2018–2019 school years, Edmonton Public Schools grew more than any other school board in Alberta with a provincial reported increase of 2,744 students. The space currently available is finite and not necessarily in the optimal geographic locations as our student demographics continue to shift. The ability to be a “District of Choice” and to provide services to students and communities is being challenged as our overall space utilization rate rises.

The District Infrastructure Plan is aimed at transforming the District’s inventory of infrastructure assets to ensure outstanding educational opportunities and facilities are available for all students. It also identifies timelines and goals to provide high quality learning environments, respond to community needs, address the deferred maintenance, and right size District space to efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Plan are to:

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve District demographics
- align District infrastructure operations to effectively support the infrastructure management plan
- support asset management plans for all buildings
- ensure sufficient space is available for partnerships and community supports
- be consistent with a sustainable transportation system designed to serve District needs
- demonstrate commitment to continuous evergreening of infrastructure needs beyond 2022
- support financial efficiencies to ensure District funds are directed to the areas that provide benefits for the most students

Consistent application of the Infrastructure Planning Principles, through the development of the District Infrastructure Plan and its implementation through the Ten-Year Facilities Plan and Three-Year Capital Plan, is intended to build the confidence and trust of stakeholders in the District’s infrastructure planning and management. Government stakeholders and the public will see that the District’s infrastructure is effectively supporting optimum learning opportunities and supports for students, is responding to community needs, and is enabling the realization of the District’s vision and mission. The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and provincial ministries to implement the District Infrastructure Plan. Four areas will be addressed within the District Infrastructure Plan framework: 21st Century Learning Environments for teaching and learning; Community/Partner Space; Procurement; and Environmental Sustainability & Energy Management.

Ten-Year Facilities Plan

Alberta Education requires school Districts to have a Ten-Year Facilities Plan that provides a broad overview of the school jurisdiction’s facilities and submit it to Alberta Education upon request. The *Ten-Year Facilities Plan 2015–2024* provides an overview of the District’s facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides facility information by sector, enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the development of the District’s Three-Year Capital Plan. This Plan will be updated and incorporated within the District Infrastructure Plan.

The Three-Year Capital Plan 2020–2023

The proposed Three-Year Capital Plan identifies the District’s capital priorities for two project types: modernizations/replacement schools and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be submitted as one aggregated list. A separate list for each of the categories is included to provide clarity of priorities within each category. It is important to note that capital priorities may not be carried forward from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2020–2023* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands from new growth areas.

While no specific partnership project is referenced in the Three-Year Capital Plan, the District places a high priority on providing space for a number of wrap-around services to support children and families. These tenants and partners provide a broad range of supports and services fostering student success and achievement.

21st Century Learning Environments

The District’s Strategic Plan 2018-2022 continues to place an emphasis on providing welcoming, high quality learning and working environments. The quality of the District’s infrastructure provides a foundation for high quality teaching and learning, which will allow staff to work more effectively and supports students as they learn. A key strategy is a focus on 21st Century Learning Environments for teaching and learning - an approach to facility design intended to respond to the multitude of different teaching and learning styles and preferences, including group, team, and individual learning. Designs are intended to support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st Century skills into practice, and students to learn in relevant, real world 21st Century contexts (e.g., through project-based or other applied work, providing equitable access to quality learning tools, technologies, and resources). Flexible environments including moveable partitions and walls or connecting openings infused with bright space, whether through increased natural light or a variety of lighting treatments, will facilitate collaborative, cross-curricular learning. Circulation space will support multi-functional use including opportunities for private study, small group work, or for gathering, performances or displaying art and projects. Spaces for wet and dirty activity will be provided, as well as specialized instructional space and equipment to support Career Technology Foundations and Studies (CTF/CTS). Learning communities for different instructional groupings will be incorporated which will each include student and staff supports such as lockers, cubbies, washrooms, and staff working stations. Environmental sustainability and energy management will be incorporated utilizing alternative energies such as solar generation, with more natural and eco-friendly materials. Facilities will be designed to function as a Learning Lab, to allow for learning in the areas of design and engineering, showcasing opportunities to study and analyze environmental sustainability.

Designs for Soraya Hafez, Thelma Chalifoux, and Dr. Anne Anderson schools will model the principles of 21st Century Learning Environments upon opening in the next two years. These principles will also be incorporated in the design of new schools in Chappelle East and the Westlawn Cluster replacement schools. Dr. Anne Anderson School will feature a unique community access partnership with the City of Edmonton, who has funded expanded gymnasium and enhanced fitness amenities as part of a community recreation wing in the building.

Environmental Stewardship

As a responsible organization operating within a changing global environment, Edmonton Public Schools makes environmental sustainability and energy management areas of focus. The District recognizes that minimizing environmental impacts will enhance operational efficiency and has, or is about to embark, on several initiatives to reduce the District's carbon footprint. In an effort to increase advocacy related to environmental stewardship, on January 22, 2019, the Board of Trustees passed a motion "That the Edmonton Public School Board advocate to the provincial government that new schools be net zero."

Since 2012, various environmental planning documents have been in place to support and advance the District's 2010 Environmental Policy. In the spring of 2018, Edmonton Public Schools formally released its first Energy and Environment Strategy. The document summarizes current initiatives that will guide our District's sustainability efforts over the next few years. The strategy is a benchmarking tool to track and report on the District's sustainable performance, and it will be reviewed every four years by the Infrastructure Department and EnviroMatters Office. Consultations with external agencies will be ongoing to monitor goals, timelines and key performance measures, and to track the success of the strategy.

In terms of Leadership in Energy and Environmental Design (LEED), certified District schools provide a healthier learning and working environment through use of natural light and improved air quality, in addition to being more energy-efficient and more cost effective to operate. Edmonton Public Schools has seven schools that received LEED Gold designations and seven schools with LEED Silver designations. All new District schools are built to achieve a minimum of LEED Silver certification. Schools opened in 2017 and 2018 are awaiting their certification through the Canadian Green Building Council.

The District has identified the need to calculate and monitor its carbon footprint so that strategies can be put in place to manage and reduce it. Edmonton Public Schools' EnviroMatters Office has partnered with EcoAmmo Sustainable Consulting to perform quarterly carbon and sustainability reporting to increase the accuracy and reliability of our environmental footprint data. In spring 2018, the District received its first verified annual carbon footprint report, combining all the 2017 quarterly data into one comprehensive document. Environmental trends will inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

On February 20, 2018, the District introduced a District Solar Strategy. It is aimed at aligning District practice with the Government of Alberta's "30 by 30" initiative to have 30 per cent of the province's electrical energy needs generated from renewable sources by 2030. Recently, nine individual school construction and modernization projects received a separate grant of \$750,000 to fund the design and installation of solar panel arrays during construction. Edmonton Public Schools has also been working with the Government of Alberta in regards to providing solar technology to our existing school buildings.

Growth and New Development

According to the City of Edmonton *Annual Growth Monitoring Report (2017)*, from 2011 to 2016, Edmonton's population grew from 812,201 to 932,546. This is an increase of over 120,000 people in five years. Edmonton remains the fastest growing major city in Canada. If this pace of population growth continues, the Capital Region Board anticipates that the Edmonton region will require a minimum of 150,000 new housing units by 2040. Edmonton Public Schools continues to outpace this growth on a per cent basis, with student enrolment expected to increase by approximately three per cent again for the 2019–2020 school year, making this the eighth consecutive year of three per cent growth.

As typical neighbourhood life cycle processes indicate, new development of vacant lands in the southwest and southeast areas will continue to attract young families with young children over the coming years, and capital projects will need to be able to accommodate this growth. These newly developed neighbourhoods will typically see a decline or stabilization in population, as students graduate high school and decide to move to more affordable neighbourhoods in newly developing areas. Although a neighbourhood's population stability over the course of its life cycle can depend on a variety of variables (including economic and social conditions, and whether the neighbourhood experiences redevelopment, residential intensification, or revitalization), school-aged population generally has a strong correlation with the affordability and the availability of housing units with three or more bedrooms. Established and developing neighbourhoods (Attachment II) have a greater proportion of three bedroom or more housing units than core and mature neighbourhoods.

According to the City of Edmonton, the number of residential units has grown quickly and in high volumes in newly developing communities. The majority of this development is in the southwest, southeast and the west. In the last five years, 10 developing neighbourhoods grew by more than 1,000 residential units as shown through building permit activity. Most were in the south (Chappelle, Allard, Walker Laurel, Windermere, Summerside and the Orchards) with the exception of Rosenthal in the west, and McConachie and Crystallina Nera West in the north.

In 2018, Edmonton had 56 developing communities: 21 were 75 per cent or more complete; 16 neighbourhoods were between 50 per cent and 75 per cent complete; and 19 neighbourhoods were 50 per cent or less complete. Since these neighbourhoods will near completion in various stages over the next decade, there will be simultaneous need to provide accommodation for students from K–12. If capital funding does not match the pace of development, existing schools that are already highly utilized will face increased organizational and program delivery challenges as they try to accommodate these students. To meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in established or mature neighbourhoods located a significant distance away from where these students live.

Intensification in the form of infill housing in core and mature neighbourhoods is a strategy that the City has attempted to use to increase the population in core and mature communities. The City has set a target of creating 25 per cent infill units within core and mature communities. However, to increase student generation in these neighbourhoods, infill housing will need to provide more affordable and family-oriented (three or more bedroom) units. An increase in student population in core and developing neighbourhoods would complement capital investments in school replacement and modernization projects.

Student transportation is directly impacted by the simultaneous development of 56 new communities in the City of Edmonton. Every time a new neighbourhood begins to develop, student transportation must add buses. Often Edmonton Public Schools buses are in these communities before Edmonton Transit Service (ETS) is available. Developing communities do not have a local school at the beginning, or possibly ever, thereby requiring all students to be transported to a designated school. Additionally, if a school is located in or near a developing community, students may be unable to safely walk to school due to incomplete sidewalks and roads.

Busing is generally provided to elementary students residing in neighbourhoods where there is no neighbourhood school. Currently, the greatest pressures on these fixed route ride times exist in west, southwest, and southeast Edmonton, due to the long distances to designated schools. ETS is the preferred means of student transportation for junior high and senior high school students. Where ETS to the designated school is not available or does not provide an acceptable level of service, yellow bus service will be provided. The number of yellow bus riders has increased by 4,000 students for the five-year period 2013–2018, or approximately 40 per cent. The greatest pressures on yellow bus ride times in the next year will likely be students in developing neighbourhoods (such as Edgemont and Keswick) that are designated to schools in established areas.

Annexation

Effective January 1, 2019, a total of 8,267 hectares of land from Leduc County and Beaumont were annexed into the City of Edmonton. It is anticipated that school district boundaries will become contiguous with the new municipal boundaries in the not too distant future. The annexation areas are identified as priority growth areas within the Edmonton Metropolitan Region Board (EMRB)'s Metropolitan Region Growth Plan. Planning for future schools to accommodate future residents that may come with new urban residential development in these areas will occur as part of any plan adoption processes initiated by the City of Edmonton.

Previously Approved New Construction Projects

Between 2002 and 2008, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. Lillian Osborne School opened in 2009, and the Alberta Schools Alternative Procurement (ASAP) Phase I and Phase II schools were funded in 2007 and 2008. In June 2007, the Government of Alberta announced funding for six schools that opened in 2010 as part of ASAP I: A. Blair McPherson, Elizabeth Finch, Esther Starkman, Florence Hallock, Dr. Donald Massey and Johnny Bright schools. An additional three schools were announced in 2008 that opened in 2012 as part of ASAP II: Bessie Nichols School, Michael Strembitsky School, and a new replacement building for Major-General Griesbach School.

Over the course of 2014 and 2015, the province announced funding for 14 new construction projects and a 600 capacity addition to Lillian Osborne School. Three of these projects opened in 2016: Dr. Margaret-Ann Armour, Nellie Carlson and Roberta MacAdams schools. Eleven new schools opened in the 2017–2018 school year: Constable Daniel Woodall, David Thomas King, Dr. Lila Fahlman, Donald R. Getty, Hilwie Hamdon, Ivor Dent, Jan Reimer, Kim Hung, Michael Phair, Shauna May Seneca and Svend Hansen schools. These projects were all based on priorities outlined in the *Three-Year Capital Plan 2014–2017* and *Three-Year Capital Plan 2015–2018*.

On March 21, 2017, the Government of Alberta announced funding for two new construction capital projects: Thelma Chalifoux School (7–9) located in the established neighbourhood of Larkspur and Soraya Hafez School (K–6) located in the developing neighbourhood of McConachie. On November 17, 2017, construction funding was announced for Dr. Anne Anderson School (10–12) in the developing area of Heritage Valley. This announcement allows the District to respond to the growing need for high school space. Although the attendance area will be set one year prior to the opening date, Administration anticipates that these new spaces will provide relief in both the southeast and southwest regions with the most relief coming in the southwest.

On March 23, 2018, the Government of Alberta announced funding for two new construction capital projects: an elementary/junior high school (K–9) located in the developing neighbourhood of Chappelle

and the Westlawn consolidation cluster located in mature neighbourhoods. The approved concept includes the construction of a new K–3 school on the Afton School site and a new Grade 4–9 school on the Westlawn School site.

Current funded new construction project details are as follows:

Location	Sector	Grade Configuration	Project Scope
Thelma Chalifoux	SE	7–9	Scheduled to open in 2020
Soraya Hafez	NC	K–6	Scheduled to open in 2020
Dr. Anne Anderson	HS	10–12	Scheduled to open in 2021
Chappelle East	SW	K–9	Scheduled to open in 2021
Westlawn Consolidation: Afton site	W1	K–3	Scheduled to open in 2021
Westlawn Consolidation: Westlawn site	W1	4–9	Scheduled to open in 2021

The following table indicates the number of new construction projects requested versus approved since 2010:

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2019–2022	1	12	11
2018–2021	1	12	10
2017–2020	3	14	10
2016–2019	5*	15	14
2015–2018	4 (+6*)	16	13
2014–2017	6	18	7
2013–2016	0	7	6
2012–2015	0	6	6
2011–2014	0	7	3
2010–2013	0	3	2

*Project funded only for design. Construction funding for five of these projects was funded in 2015.

New School Priorities

The District has a variety of resources at its disposal to monitor and project student population pressures. Stakeholders can have confidence that District decisions are fact based. In calculation of capital priorities, the District uses a weighted decision matrix, which is a useful tool for making complex decisions, especially in cases where there are many alternatives and criteria of varying importance to be considered.

The following criteria were used in determining new construction priorities:

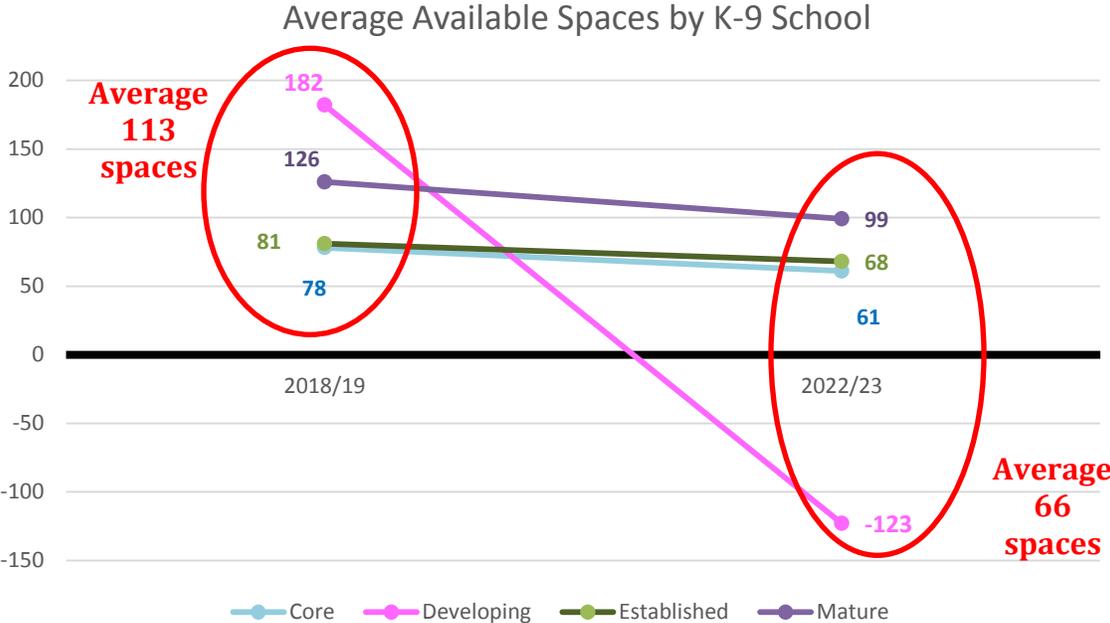
- number of current students residing in an area and number of projected students for that area

- the historical pace of development and the amount of development remaining in an area
- utilization of the schools that the majority of students residing in the area attend
- average distance travelled by the students to their designated school
- current state of development of the proposed school sites
- new capacity represented by recently funded capital projects, not yet operational

These criteria take into consideration both current demand and projected future growth in the new suburban areas that have a site available and a Neighbourhood Structure Plan (NSP) in place. An NSP is required for development activity in a neighbourhood to begin. This document provides the land use framework, population and density estimates and the number of housing units by type. The City has four neighbourhood structure plans in the planning phase, three in the southeast and one in the southwest. One neighbourhood structure plan was approved in the southeast in 2018.

Although the new construction projects will increase the District’s capacity to accommodate students in new neighbourhoods, the pace of residential development, and therefore enrolment growth, in suburban areas has outpaced capital funding for constructing local accommodation. Suburban growth within the City of Edmonton accounts for the majority of the residential growth. This has resulted in a significant decline in available spaces in all schools.

The graph below shows how over the next three years the average number of available student spaces in K-9 schools across the district will decline. The most notable change in available spaces will occur in the developing areas of the City, where available space is anticipated to decline from an average of 182 available spaces to a deficit of 123 spaces. Available spaces will decline in core, mature and established neighbourhoods as a result of accommodating student growth from the developing neighbourhoods, where there will be a deficit of space. On average per school across the District, it is projected that there will be a decline from 113 spaces down to 66 spaces.



Space in K-9 schools in developing areas is expected to reach capacity during the 2020 - 2021 school year, including approved new capacity. Existing schools will face organizational, capacity, and programming challenges as they struggle to accommodate students residing in new neighbourhoods. As the city continues to develop, a growing number of schools will face enrolment pressures and similar measures will need to be taken to ensure all students are provided with quality learning environments. Over the past two years, the District has requested 42 modular classrooms from the province to address growth pressures at several schools nearing full or exceeding capacity. Of these modular classroom requests, 14 were funded by the province and 20 were funded by the District utilizing Capital Reserve funds. Funding modular classrooms utilizing the District's Capital Reserve funds is unsustainable, and does not address the need for new construction and new capacity efficiently. Only new schools can provide the capacity where it is needed to serve new growth areas.

The District's Space for Students initiative outlines recommendations for certain schools to manage student growth and meet the demand for student learning spaces due to large enrolment increases. Neighbourhoods or groups of neighbourhoods are given priority if they have the population required to sustain a school, keeping in mind that maximum capacities for schools are larger than they have been in the past. In some cases, a neighbourhood will not be considered for new school construction if sufficient student accommodation options exist in nearby communities.

High Schools

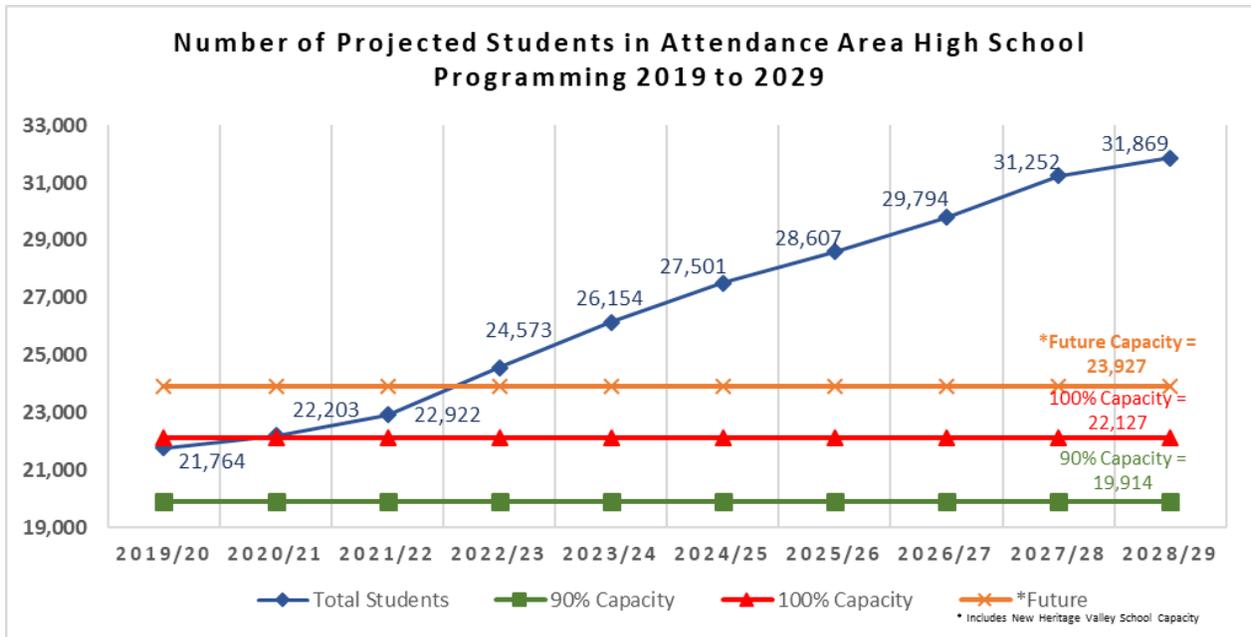
Growing enrolment in attendance area high schools led to the development of the High School Accommodation Framework 2016–2019 (the Framework). The Framework serves to identify current and future problems relating to student accommodation in high schools. The recommendation to adopt the Framework 2016–2019 was approved in January 2017. A chief function of the Framework is to complement District capital planning and inform the Three-Year Capital Plan.

The Framework has two principal priorities:

1. To effectively respond to current and future student enrolment in highly utilized high schools.
2. To repurpose space to improve efficient use of existing infrastructure in response to underutilized space.

The funding announcement for Dr. Anne Anderson School in the Heritage Valley area has prompted an update to the Framework.

There are approximately 22,127 total spaces in attendance area high schools in the District. It is anticipated that the new Heritage Valley high school will increase overall District attendance area high school capacity by 1,800 spaces. This brings the future total to 23,927 spaces for attendance area high school student accommodation. In September 2018, the number of students enrolled in the 12 attendance area high schools was 19,203 (September 30, 2018, data). Newly adjusted projected enrolment in attendance area high schools shows that enrolment is expected to reach approximately 28,607 students in September 2025. Considering current high school spaces and the recently funded future high school, the projected number of students will likely exceed the available space within the District in September of 2022. Essentially, the 1,800 future spaces in Heritage Valley has moved the critical date forward one year from what was previously expected according to the Framework. The following chart demonstrates the District high school attendance area capacity against projected student enrolment (January 2019 data):



New construction of high schools is requested in developing neighbourhoods to increase overall capacity for current and future resident high school students. Even with opening Dr. Anne Anderson School, high school space is expected to be fully utilized by 2022–2023. The existing area high schools are experiencing high utilization rates. In 2018–2019, Harry Ainlay School has a utilization rate of 101 per cent, Strathcona School has a utilization rate of 104 per cent, Queen Elizabeth School has a utilization rate of 102 per cent, and Lillian Osborne School has a utilization rate of 90 per cent. We are anticipating that these utilization rates will continue to rise for 2019–2020 and subsequent years. The need for additional high school capacity in the south and northwest will continue until additional space is added through additions or new construction.

Currently, J. Percy Page School (106 per cent utilization this year) and W.P. Wagner School (76 per cent utilization this year) serve the southeast sector of the District, and they are the only high schools located within this sector. While some capacity currently remains unutilized, high school student residency in the southeast currently exceeds the capacity of these two high schools. Portions of the Burnewood/The Meadows areas of the sector are designated to McNally School, which is located in the south central sector of the District. There is residual capacity at McNally School; however, the enrolment there has been steadily rising and it is a significant distance requiring long travel times to reach. All three high schools are currently exceeded in capacity by number of students living in the attendance areas, which will become more acute as new neighbourhoods continue to grow within The Meadows plan area and south of Anthony Henday Drive.

A new attendance area high school in The Meadows is proposed by the Board of Trustees as a Year 1 request on the Three-Year Capital Plan, which remains as the first priority in the Plan. This future school will accommodate approximately 1,800 students in Grades 10–12, with consideration for a 600 seat future addition. A high school in The Meadows will help relieve existing and future pressures on high schools to accommodate students in south Edmonton.

In the southwest, a new attendance area high school in the Windermere plan area (Glenridding Heights) is recommended as a Year 2 priority, as Lillian Osborne School has reached 90 per cent utilization despite having just opened a 600 student spaces addition.

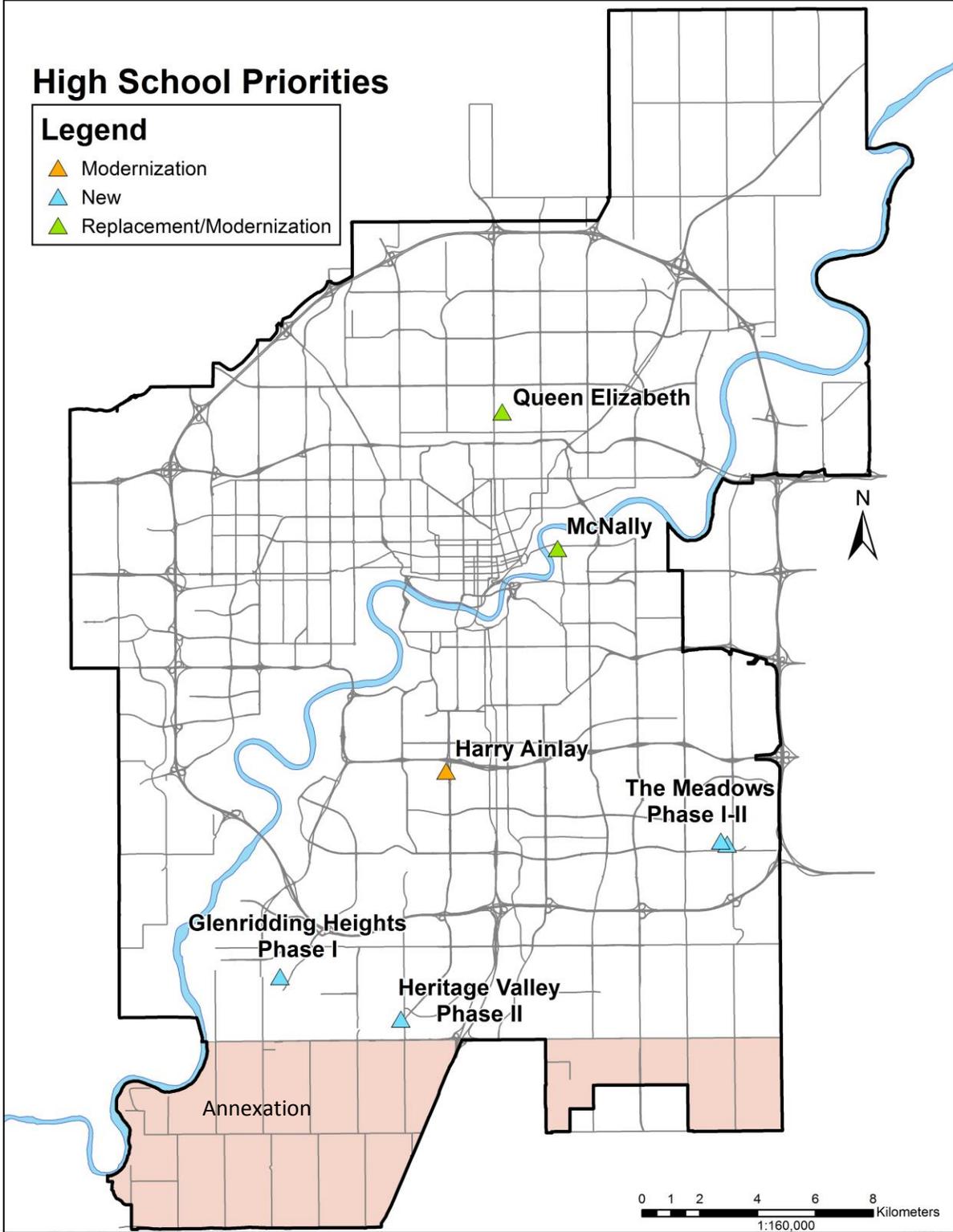
In northwest Edmonton, Queen Elizabeth School has a utilization rate of 102 percent, and resident student populations are projected to continue to increase over the next five years. Four modular classrooms are being added to the site to support this increase. A modernization of this school is included as a Year 1 priority. A value management study will be needed to determine if Queen Elizabeth School can be modernized and expanded, or if a replacement building would present a better approach on a cost benefit basis.

Growth in the west, within the Edgemont, Lewis Farms, The Grange and Riverview plan areas, will also be monitored closely, as a future high school will be needed in the foreseeable future. A new west high school would best be implemented as part of a future modernization of Jasper Place School, which is currently operating at 75 per cent utilization.

High School Priorities

Legend

- ▲ Modernization
- ▲ New
- ▲ Replacement/Modernization



Prepared for by Infrastructure Planning, Edmonton Public Schools

2/14/2019

There has been growth in west Edmonton, as Rosenthal and Secord represent two of the City's 12 fastest growing neighbourhoods. However, the current rate of development has been significantly higher in south Edmonton when compared to other areas of the City. Enrolment projections and capture rates of attendance area high school students suggest that while there will be enrolment increases in the west, Jasper Place and Ross Sheppard schools will be able to accommodate existing and projected student growth in their attendance areas over the next 10 years. Administration will continue to monitor development throughout the city and assess high school space on a yearly basis through the High School Accommodation Framework. A future capital request could include a high school in the west.

Administration has identified a number of neighbourhoods planned for development or that are just starting to develop in the west, southwest, southeast and northeast areas of the city. These areas are included annually in our evaluation for new construction capital priorities and could be added to future capital construction priority requests. Primarily, we are monitoring the development in the Horse Hills, Riverview and Decoteau areas. However, other neighbourhoods in the south that could start developing in the near future include Aster, Mattson, and Windermere Neighbourhood 5. In addition to the new areas, we are watching the student populations in a number of partially developed neighbourhoods in the north and south. As these areas continue to develop, the need for local accommodation will become more clear. Requests for additional capital projects will be included in future capital plans when demand warrants.

The following chart indicates the District's proposed new construction priorities based on the considerations listed to this point:

Priority 2019–2022	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	The Meadows High School 10–12 – Phase I	1,800*	HS	\$79
2	Keswick K–9	950	SW	\$33
3	Glenriding Heights 10–12 – Phase I	1,600	HS	\$61
Year 2				
4	Edgemont K–9	950	W2	\$33
5	McConachie 7–9	950	NC	\$35
6	Glenriding Heights K–6	650	SW	\$21
7	Rosenthal K–6	650	W2	\$21
Year 3				
8	Hawks Ridge K–6	650	W2	\$21
9	Riverview K–9	950	W2	\$33

10	Glenridding Heights 7–9 – Phase II	800	SW	\$30
11	Two High School Additions – Phase II	1,200	HS	\$22

* Opening Capacity

The list of new construction priorities is carried over from the *Three-Year Capital Plan 2019-2022*, as no new projects have been funded since October, 2018. A new attendance area high school in Glenridding Heights is proposed by the Board of Trustees as a Year 1 request on the Three-Year Capital Plan. It currently sits as the seventh priority on the plan. This future school will accommodate approximately 1,600 students in Grades 10–12.

New School Priorities

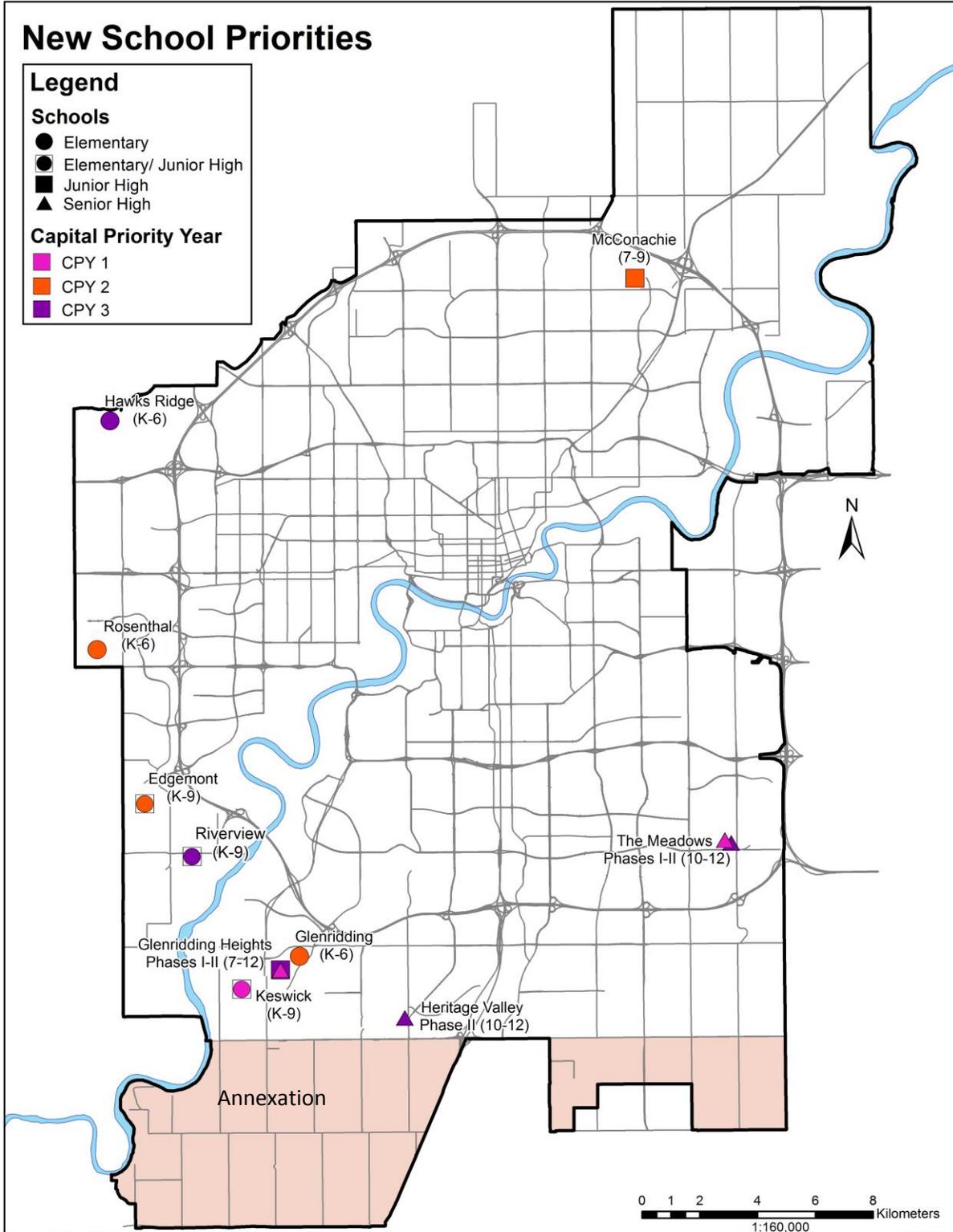
Legend

Schools

- Elementary
- Elementary/ Junior High
- Junior High
- ▲ Senior High

Capital Priority Year

- CPY 1
- CPY 2
- CPY 3



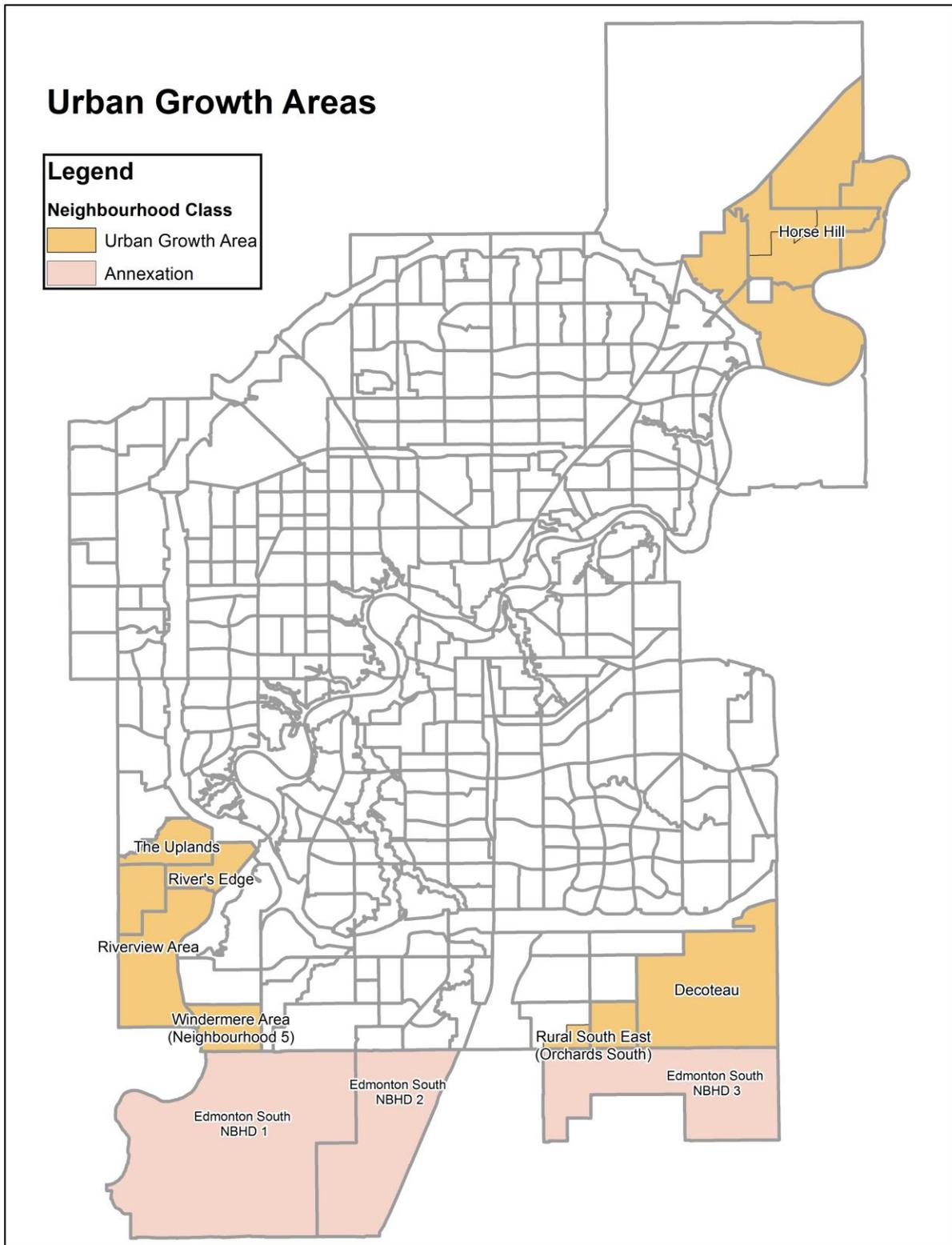
Prepared for by Infrastructure Planning, Edmonton Public Schools

2/14/2019

While new construction funding will continue to be requested from the Provincial Government through the annual submission of a capital priorities plan, the increasing need for new capacity in developing areas will warrant exploration of alternative approaches to funding and delivering new school facilities. This could include developer participation in new schools, or other creative funding avenues which might be possible through discussions with provincial and municipal governments and the development industry.

The map on the following page shows areas that will continue to be evaluated for future new construction priorities, but will not be included in this plan.

Urban Growth Areas



The Impact of Infill on Student Populations in Mature Communities

The City of Edmonton, through its various infill initiatives, is actively encouraging residential intensification in the City's core mature communities. The City has set a target of creating 25 per cent infill units within core and mature communities. However, the Growth Monitoring Report (2017) provides evidence that student generation is positively correlated to the presence of affordable, three or more bedroom housing units. To see students being generated in core and mature communities, infill housing will need to provide this housing type, as it is attractive for young families with young children. An increase in student population in core and developing neighbourhoods would complement capital investments in school replacement and modernization projects.

In 2016, Edmonton added 2,022 new units in mature and core neighbourhoods, which is the greatest net unit growth in the last ten years. This is a significant increase from the 1,701 new units added in 2015. The City has committed to working with partners to ensure that the housing stock being built is diverse (including townhouses and mid-rise multifamily housing) and is built to provide easy access to transit. Several City-led initiatives are underway to continue revitalizing mature and core neighbourhoods, including redevelopment of the Downtown area, West Rosedale and Blatchford. Regardless of population and unit growth in these areas, there has been negligible impact on student generation in these areas.

Overall, it is projected that the population of school-age children in the City of Edmonton increased by two per cent in 2016, with significant variation in the magnitude of population change across neighbourhoods. In 2017, the total enrolment was 98,914 – a 3.3 per cent increase from the previous year. In 2018, the total enrolment was 101,865 – a 2.9 per cent increase from the previous year and it is anticipated that growth for 2019 will remain around 3 per cent.

The District currently has more space than is required within mature areas; however, this available space is steadily shrinking as more students need to be accommodated in these areas when schools in the developing areas are over capacity. The cost of deferred maintenance on many of these buildings continues to increase and operational costs impact funding available for classrooms. Until new space is received, these schools will require investment as their enrolment will continue to grow. The Space for Students initiative will ensure that all students receive the same standard of access to high quality teaching and learning environments.

The District recognizes that schools are important hubs for the community. Where a school building is no longer required to provide educational programming, the District will work with the City of Edmonton and other partners to support the provision of community supports and amenities where feasible. Partnerships are also intended to augment supports and services provided to the community through operating school facilities.

Space for Students in Mature Communities

In March 2016, the District began an extensive consultation process with three mature community clusters - Greater Britannia (four schools), Greater Rosslyn (seven schools) and Greater Westlawn (four schools) - around school consolidation concepts. Working committees were created in each cluster to explore this concept with the ultimate goal of placing a community driven plan for consideration in the *Three-Year Capital Plan 2018–2021*. The working committees consisted of principals, parents and community representatives. The concepts developed through the committees were taken to the general public in March 2017.

A preferred consolidation concept for the Westlawn cluster was identified and approved by the Superintendent in the spring of 2017. The approved concept will consolidate Afton, Glendale, Sherwood and Westlawn schools into a new K–3 school on the Afton School site and a new Grade 4–9 school on the Westlawn School site. The Board of Trustees approved an amendment to the *Three-Year Capital Plan 2018–2021* to include this concept on September 2017. Funding was announced for the project in May 2018. Planning and design for the project is now underway.

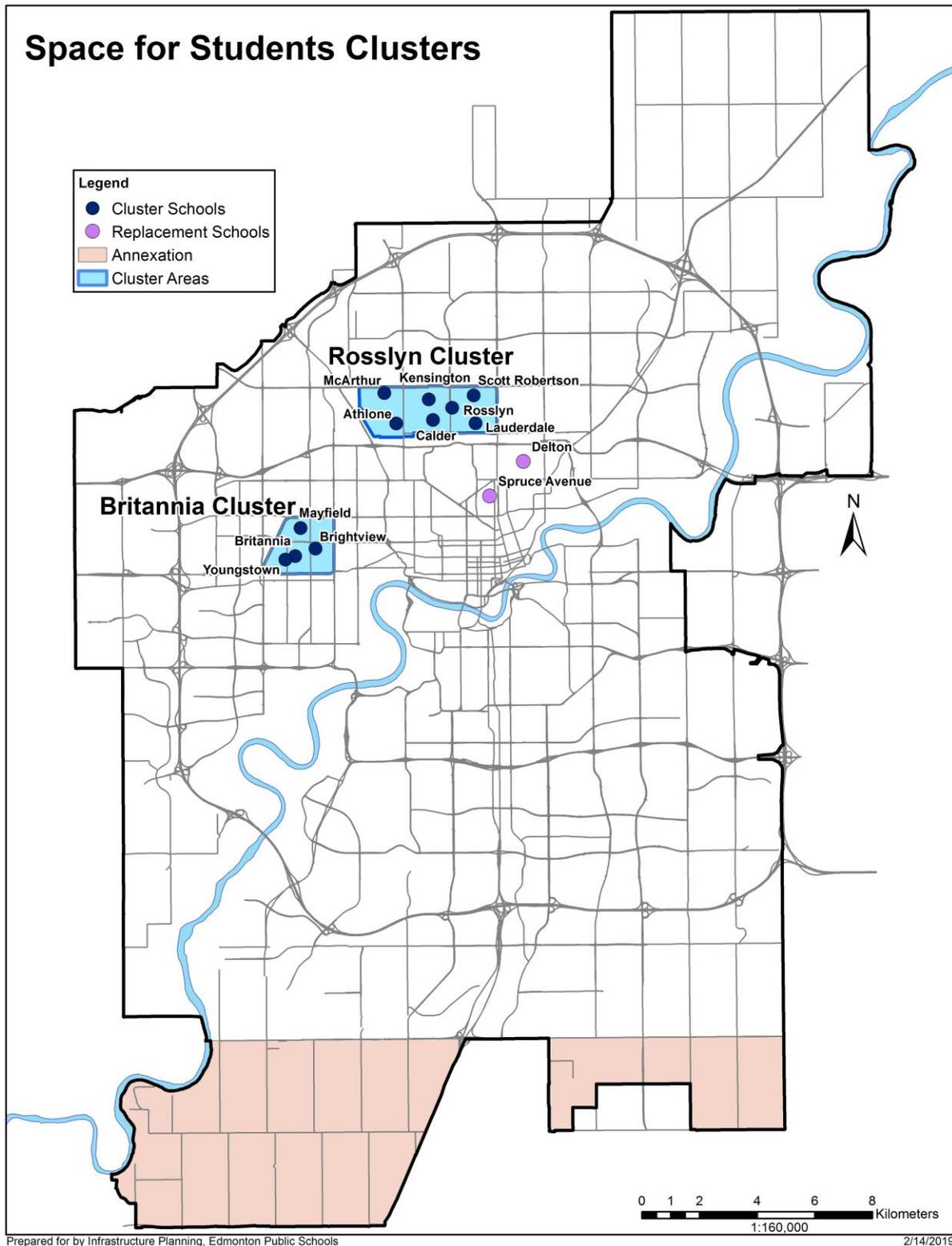
A preferred consolidation concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The approved concept will consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new pre K–3 school on the Mayfield School site and a new Grade K–9 school on the Britannia School site. The Board of Trustees approved an amendment to the *Three-Year Capital Plan 2018–2021* to include this concept in October 2018. The closure of schools in the cluster will be considered only once funding is approved, in advance of the opening of the replacement school buildings.

The Greater Highlands and The Greater Lawton communities underwent a similar consultative process beginning in 2014. In the Greater Lawton area this resulted in the consolidation of three schools into a new K–9 school. Ivor Dent School welcomed students in September 2017. In Greater Highlands, a concept plan was approved that consolidates Highlands, Montrose and Mount Royal schools into a newly modernized K–9 Highlands School. This project has been funded and is starting the construction phase.

The Space for Students initiatives in the Greater Highlands and Greater Westlawn areas provided the District opportunities to collaborate with provincial and municipal governments and partner agencies, as well as community groups, to contribute positively to community sustainability.

The two ongoing Space for Students initiatives in the city’s mature areas of Britannia and Rosslyn remain as capital priorities. To reflect the ongoing work involving the District’s aging infrastructure in the mature communities, one additional placeholder is included in the list of priorities. The placeholder is intended to accommodate the outcomes from potential future school consolidation discussions.

Space for Students in Mature Communities



Modernization Projects

Over the past 27 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through Infrastructure Maintenance and Renewal (IMR), Capital Projects or other provincial capital funding programs. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District's entire aging infrastructure in fair to good condition.

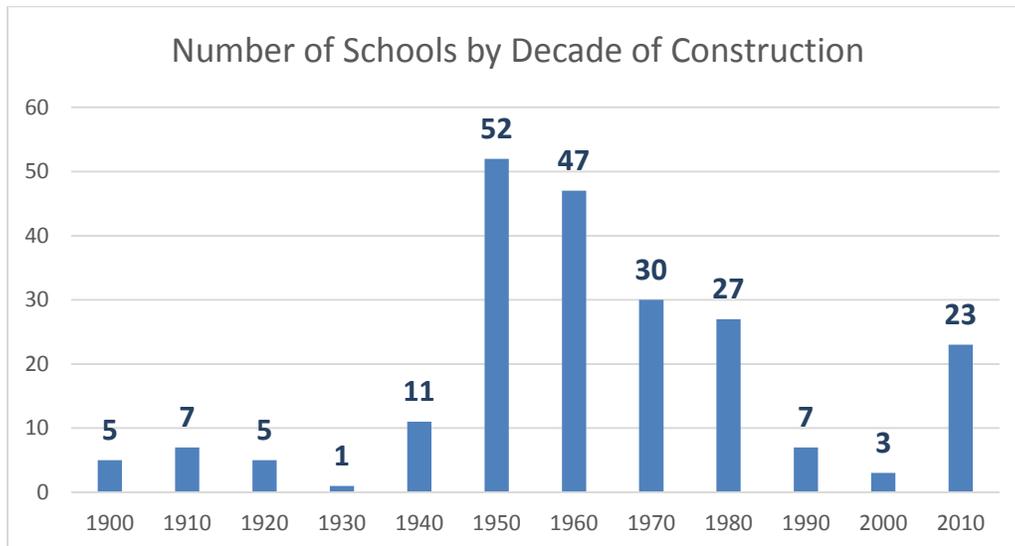
Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2019–2022	0	9	5
2018–2021	0	5	5
2017–2020	1	5	2
2016–2019	0	7	7
2015–2018	2	9	4
2014–2017	4	16	8
2013–2016	0	17	17
2012–2015	2	19	19
2011–2014	0	19	17
2010–2013	0	18	16

Current building condition data is based on a revised provincial five-year Facility Condition Index (FCI). The FCI is based on the deferred maintenance of the building divided by the replacement building cost, categorized as good, fair or poor. Condition changes and ratings are reassessed annually. Buildings are considered to be in good condition with an FCI of less than 15 per cent; fair condition with an FCI between 15 per cent and 40 per cent; and poor condition with an FCI greater than 40 per cent.

Condition	FCI Definition	Capital Planning Initiative Definition
Good	Facilities with an FCI of less than 15 per cent.	Adequate for intended use and expected to provide continued service life with average maintenance.
Fair	Facilities with an FCI that is equal to or greater than 15 per cent or equal to or less than 40 per cent.	Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
Poor	Facilities with an FCI of greater than 40 per cent.	Upgrading is required to comply with current codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

The District recognizes the critical need to reinvest in its existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of their expected life cycle and

require replacement. This year, 12 schools turned 50 years old (opened in or prior to 1968). This brings the total number of school buildings that are 50 years or older to 127 schools. By 2028 it will be 156 school buildings.



The District believes that all students should have access to quality learning environments regardless of the age of the building or the socio-economic status of the neighbourhood. In that regard, the IMR program is an annual block capital grant distributed across the District, based on component-by-component building needs. The IMR program grant funds are separate and distinct from the annual three-year capital planning process. IMR funds are used to prevent or address emergent building issues, to address health and safety situations as they arise, and to address component-by-component programs across the entire inventory of District school buildings. Previous capital plans have included modernization projects for District schools based on the provincial facility condition, utilization trends and enrolment trends. The provincial audits are produced by several different assessors and are scheduled to be completed within a five-year interval; however, many are now more than five years old. This year’s list of modernization requests was developed through an analysis of the previously mentioned factors as well as additional detailed building condition assessments for 171 schools commissioned by the District. These assessments are expected to continue providing the District with a consistent approach to the building conditions from the same point in time.

Modernization projects allow the District to provide equitable access to high quality learning environments to all students, reduce its environmental impact and improve operational efficiencies. The following chart indicates the District’s proposed modernization priorities.

Priority 2019–2022	Modernizations/Replacements	Capacity	Sector	Cost (millions)
Year 1				
1	Delton Replacement K–6	650	C	\$17
2	Spruce Avenue Replacement 7–9	450	C	\$15

3	Queen Elizabeth Modernization/Replacement	Modernization or Replacement	HS	TBD
Year 2				
4	Harry Ainlay Modernization	Modernization	HS	TBD
5	McKee Modernization/Replacement	350	SC	\$17
6	Westglen Modernization/Replacement	350	C	\$13.5
Year 3				
7	Lendrum Modernization/Replacement	350	SC	\$9
8	Weinlos Modernization/Replacement	350	SE	\$13.5
9	McNally Modernization/Replacement	Modernization or Replacement	HS	TBD

Capacity is based on 2017 enrolment and value is based on provincial replacement value.

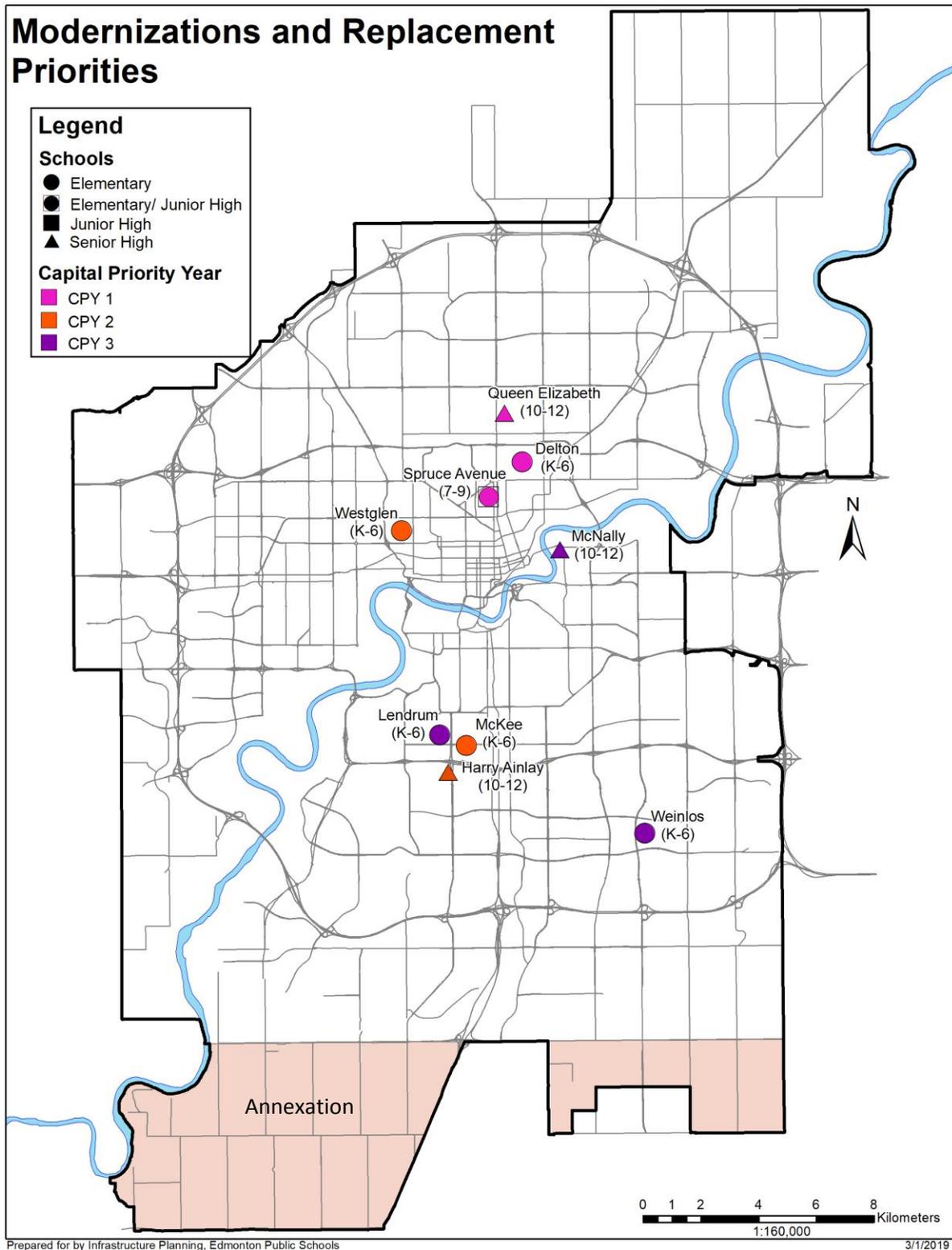
The list of modernization priorities is carried over from the *Three-Year Capital Plan 2019-2022*, as no new projects have been funded since October, 2018. This includes requests relating to the Space for Students initiatives (Britannia, Rosslyn and Westlawn clusters), the Sector Review process in 2010 (Delton and Spruce Avenue schools), and three high school modernizations. Harry Ainlay, McNally and Queen Elizabeth schools are the only remaining attendance area high schools in our District to not have received major modernizations since opening.

The completion of the detailed building assessments provided a substantial amount of additional information regarding the scope of work that is required to bring the District's aging infrastructure up to date. The assessment analyzed major building systems such as architectural, civil, electrical, and mechanical. In light of this data, additional requests were made in the *Three-Year Capital Plan 2019-2022*. The data reveals that McKee, Westglen, Lendrum, and Weinlos schools require the most significant investments to infrastructure. If the cost to modernize these individual schools is 75 per cent or more of the cost to replace them, the recommendation will be to replace the buildings instead of modernizing them. A value management study is required to verify the estimated cost of the project and to identify the scope of the project. The building condition assessments will continue to be used to ensure prioritization for future modernization projects is based on the comprehensive quantification of need, based on condition.

The Infrastructure Plan will guide the identification of priorities for future consolidation/replacement reviews to determine which schools within these sectors should be modernized. Modernizations are expected to extend the lifespan of a school by 40 years, before more investments in infrastructure are required. Cluster consolidation/replacement requests have recently been incorporated into the priorities list, which has led to a reduction of single modernization project requests, as cluster outcomes better represent the needs and aspirations of communities, and this approach is often the most-cost-effective and achievable method of addressing the challenges of our aging facilities.

The map on the following page indicates the location of proposed modernization and replacement priorities.

Modernization and Replacement Priorities



Aggregated Priorities

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernization/replacement schools and new school construction. If the proposed *Three-Year Capital Plan 2020–2023* is approved, the unfunded projects identified in the provincial plan will need to be amended to reflect the new District priorities. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the District’s aging infrastructure.

The pace of residential development in new suburban areas continues to outpace capital funding for construction of new schools to accommodate the increasing numbers of students. Where local schools are not present, additional pressures are placed on the District’s existing, already highly utilized infrastructure and transportation systems.

These challenges are intensified when blending modernization and new construction priorities, a submission requirement by the Province. Provision of stable, predictable funding for separate categories of priorities – ‘new’ separated from ‘mature’ (modernizations and replacement schools) - as annual funding blocks would contribute positively to the aggregation approach and its inherent challenges.

The proposed *Three-Year Capital Plan 2020–2023* reflects investment in both mature areas and new growth areas in the District’s capital priorities. The following balance outcomes were used to aggregate the different project types:

- balancing the new and the mature priorities by year and priority
- balancing the value of requests by year
- balancing the number of requests per year
- balancing the need for high school space with the need for K–9 space
- balancing existing versus emerging new priorities, when plans go many years without funding

The proposed aggregate list of priorities is presented in the following chart and represents a balance of investment in both mature areas and new growth areas.

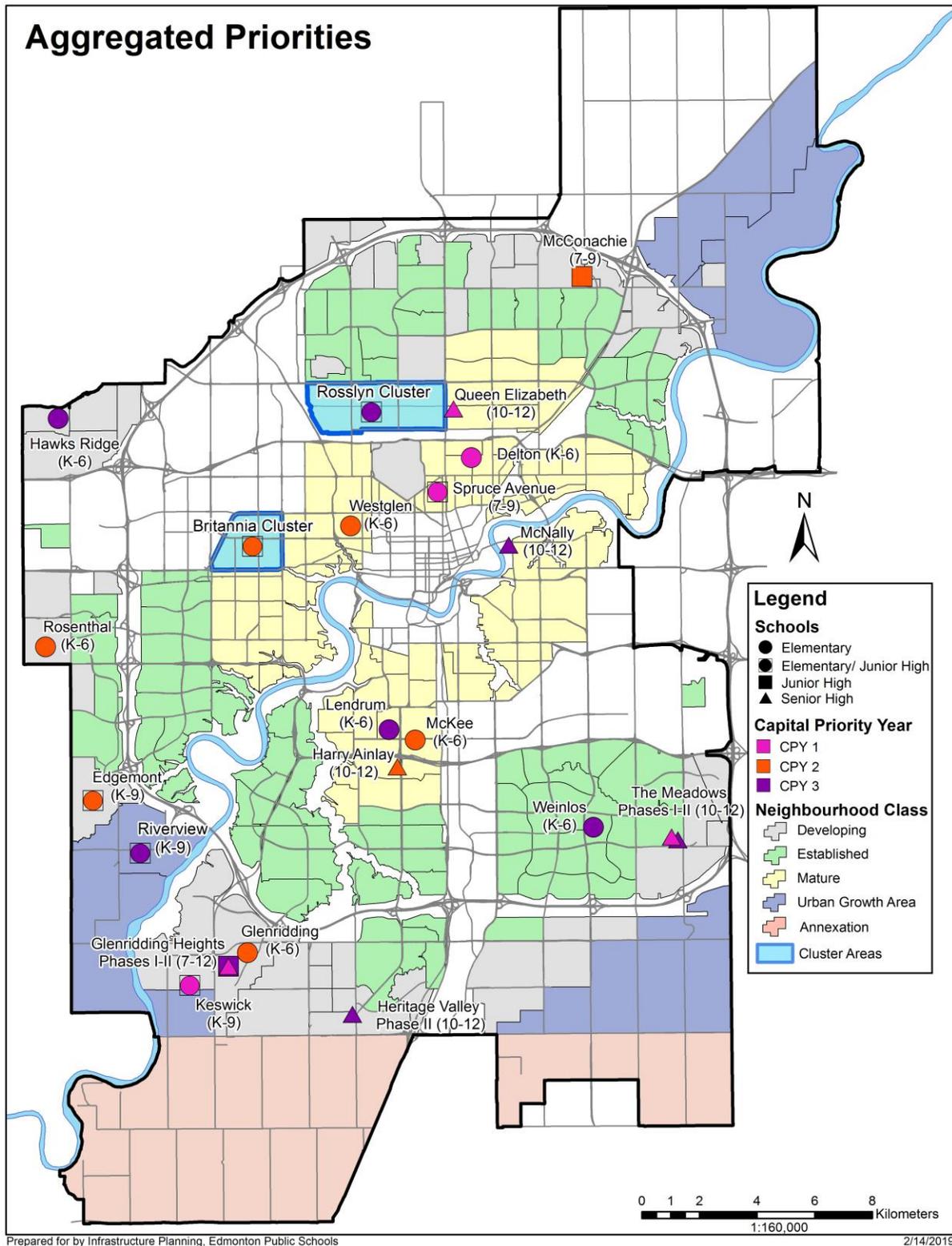
Priority 2020–2023	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	The Meadows High School 10–12 – Phase I	1,800*	HS	\$79
2	Keswick K–9	950	SW	\$33
3	Delton Replacement K–6	650	C	\$17
4	Spruce Avenue Replacement 7–9	450	C	\$15
5	Glenridding Heights 10–12 – Phase I	1,600	HS	\$61
6	Queen Elizabeth Modernization/Replacement	Replacement or Modernization	HS	TBD

Year 2				
7	Edgemont K-9	950	W2	\$33
8	Britannia Cluster: Concept C Space for Students in Mature Communities	1,100	W1	\$43
9	Harry Ainlay Modernization	Modernization	HS	TBD
10	McConachie 7-9	950	NC	\$35
11	Glenridding Heights K-6	650	SW	\$21
12	McKee Modernization/Replacement	350	SC	\$13.5
13	Rosenthal K-6	650	W2	\$21
14	Westglen Modernization/Replacement	350	C	\$13.5
Year 3				
15	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800-2,400 Replacement or Modernization	C	\$62-73
16	Hawks Ridge K-6	650	W2	\$21
17	Lendrum Modernization/Replacement	350	SC	\$9
18	Weinlos Modernization/Replacement	350	SE	\$13.5
19	Riverview K-9	950	W2	\$33
20	Glenridding Heights 7-9 – Phase II	800	SW	\$30
21	McNally Modernization/Replacement	Replacement or Modernization	HS	TBD
22	Two High School Additions – Phase II	1,200	HS	\$22
23	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or modernization	TBD	TBD

* Opening Capacity

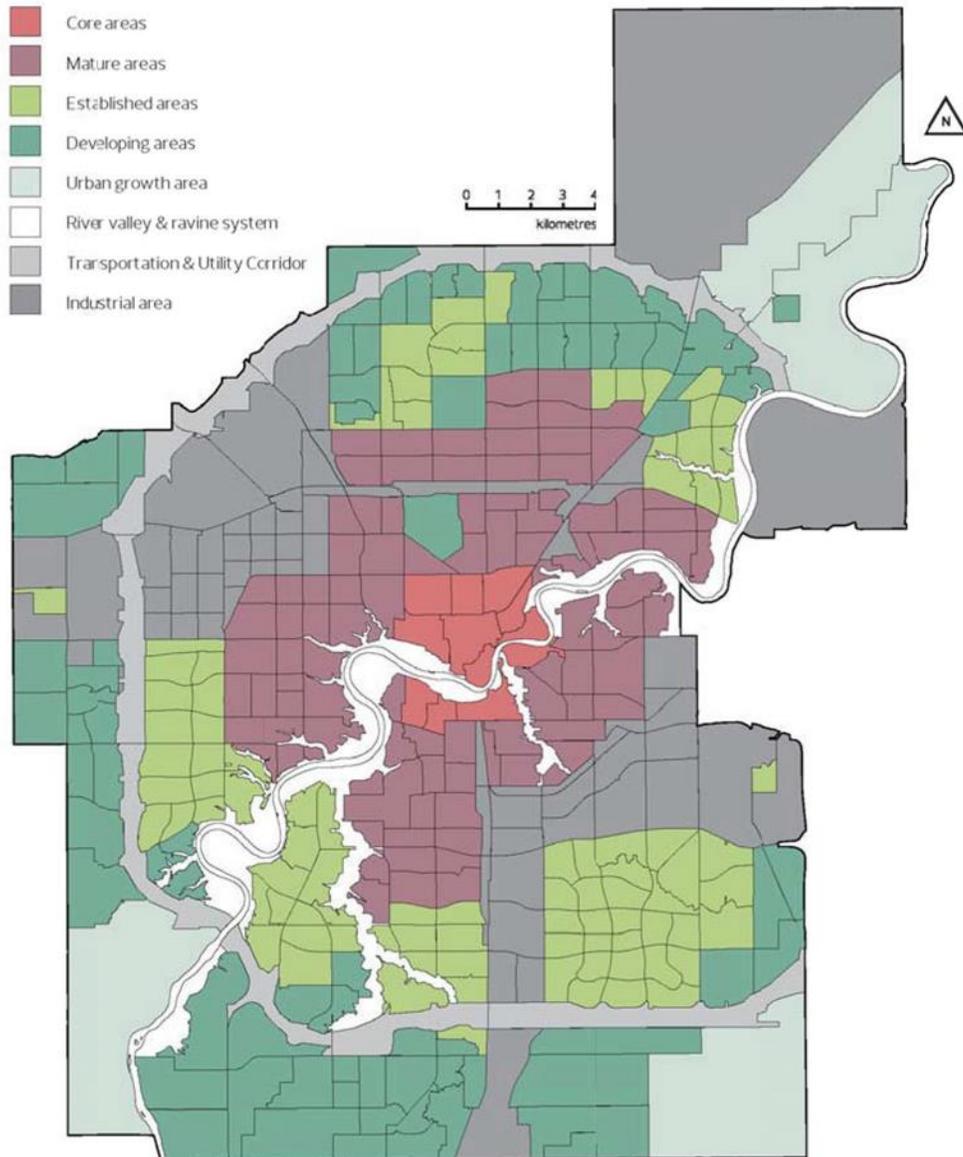
The criteria for both the modernization and new construction projects are aligned with the provincial capital funding criteria (Attachment III – Excerpt from *Alberta School Capital Manual, March 2015*). The following map includes all projects on the aggregated list of capital priorities.

Aggregated Capital Priorities





MAP 1.1
NEIGHBOURHOOD
CLASSIFICATION



Neighbourhood Classifications in this report are as per "The Way We Grow" Municipal Development Plan (2008) unless otherwise noted.
Minor variances may occur due to land use and existing bylaws

4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the jurisdictions' priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

Health and Safety – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

Building Condition – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

Utilization Rates – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

Enrolment Projections – Trends and subsequent school board plans for the accommodation of students.

Education Program Delivery and Impact – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

Site Readiness – An appropriately sized site that is serviced and has appropriate access should be available.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

Additional Information, including opportunities for partnership/collaborations between one or more school jurisdictions and/or other partners and other supplementary information such as studies, regional plans.

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.

5. Project Implementation

5.1 Limits of Approval

In addition to the approval notice letter forwarded to the board chair, the school jurisdiction superintendent will receive the budget and any associated information applicable to the approval, such as file number, fiscal year and any special conditions specific to the project or advance project funding from Education and Infrastructure.

Any contemplated changes to the project scope or costs require specific approval before proceeding. This includes any contemplated increases to the school building area beyond the approved area.

5.2 Project Delivery

The decision to pursue a grant funded versus an Infrastructure managed project will be made by Education and Infrastructure, with input from school jurisdictions. Education and Infrastructure will determine if some projects can be bundled and delivered using alternative approaches.

5.3 Prior to Project Start-up

After a project is announced there is critical work that a jurisdiction must finalize, even before the delivery method has been determined. This work will have been completed for the capital plan submission, but the following should be finalized.

- definition of the program requirements
- capacity and grade configuration
- ensuring site readiness, which includes serviced sites, site access and size considerations
- school design, including the possible use of a standard design.

Regardless of the project delivery approach, all capital projects must abide by legislation and requirements related to procurement and construction. This includes, but is not limited to the New West Partnership Trade Agreement (NWPTA), and Agreement on Internal Trade (AIT).

DATE: March 19, 2019

TO: Board of Trustees

FROM: Trustee Bridget Stirling

SUBJECT: Motion re: New School Construction Projects

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the March 5, 2019, Board meeting.

BACKGROUND

Infrastructure is one of the Board of Trustees' main advocacy areas for 2019, and trustees are exploring a range of solutions to address issues around deferred maintenance and school construction. While the Board has discussed the issue of public-private partnerships (P3s) in school construction and maintenance, the Board of Trustees has not to date come to a clear position on the construction of schools using P3 models. The Board is accountable for responsible stewardship of public resources and should continue to explore mechanisms to build schools in more efficient and effective ways; however, P3 models have repeatedly failed across Canada, and the evidence for their continuation is weak.

RELATED FACTS

Public-private partnerships have been shown repeatedly to be both more costly and less effective as a means of building school infrastructure, both across Canada and in Alberta.

- In 2010, Nova Scotia's auditor general noted that school boards could operate their buildings at a lower cost than P3 operators, finding that the province would have saved \$53 million by building their 39 P3 schools as public infrastructure rather than as P3s. In 2017, the government of Nova Scotia spent \$49.3 million to take over public ownership of that province's P3 schools, citing lower costs that could be realized through public ownership rather than leasing of the buildings.
- New Brunswick's P3 Evergreen Park School was found by that province's auditor general to have cost \$900,000 more than the project would have cost as a public build.
- The government of Manitoba cancelled plans to build P3 schools after finding that five schools could be built using a public model for the same costs as four schools as P3s.
- In 2014, the government of Alberta cancelled the construction of 19 P3 schools, citing a savings of \$14 million by building those schools as public infrastructure rather than through a P3 model.
- In a 2015 report, Edmonton Public infrastructure staff noted that existing P3 agreements do not adequately allow for the construction of community partner spaces with new schools and that additional funds and agreements would be required to build these spaces with schools.
- A 2014 report to the Board of Trustees notes additional concerns related to timely maintenance and the ability to make modifications as related to P3 schools.

RECOMMENDATION

That the Edmonton Public School Board of Trustees affirms its support for publicly funded, publicly owned, and publicly accountable infrastructure projects and will advocate for all new school construction projects to be built as public projects, not public-private partnerships.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Alberta Schools Alternative Procurement (ASAP) and Public, Private Partnership (P3) Successes and Challenges (Response to Request for Information #023)
- ATTACHMENT II Standardized School Designs within the Context of Approved Provincial Designs (Response to Request for Information #089)

BS:km

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Alberta Schools Alternative Procurement (ASAP) and Public, Private Partnership (P3) Successes and Challenges (Response to Request for Information #023)

ORIGINATOR: David Fraser, Executive Director Corporate Services

RESOURCE STAFF: Ken Erickson, Terri Gosine, Roland Labbe, Garry Padlewski, Larry Schwenneker

REFERENCE: April 22, 2014, Board Meeting (Trustee Martin)

ISSUE

The following information was requested:

Provide information on the successes and challenges experienced working within a P3 model for the ASAP schools.

BACKGROUND

ASAP is a program that the Alberta Government developed to reduce delivery time and cost of building new schools. A P3 project bundles school construction along with the financing and maintenance over a 30 year life span. After 30 years the maintenance of the school is returned back to the District.

A total of nine schools have been received by the District under this program. Esther Starkman, Florence Hallock, A. Blair McPherson, Johnny Bright, Dr. Donald Massey and Elizabeth Finch were the six schools received by the District in 2010. Major-General Griesbach, Bessie Nichols and Michael Strembitsky schools were received in 2012.

CURRENT SITUATION

Since the inception of the ASAP schools, Edmonton Public Schools (EPSB) staff have encountered challenges and successes with the changes resulting from the ASAP and P3 structure.

KEY POINTS

The successes are identified as:

- The schools were constructed in a short timeline allowing EPSB to provide nine new schools to serve developing neighbourhoods.
- The traditional method of design-build would not have provided the schools in the same time frame.
- Since each school was the same standard design, over time the contractor became more efficient with the construction.
- Unique, individually designed schools would have resulted in higher architectural costs.
- In the ASAP I and ASAP II programs all schools were built identical in design and programming.

The challenges are identified as:

- A great deal of time was required clarifying the roles of EPSB staff, Alberta Infrastructure staff and the third-party maintenance provider contractor staff.
- The process for schools to request maintenance, repair or modifications must occur with the third-party maintenance provider, rather than through the standard Facilities Service Order desk. There are times when responsibility is not clear and emergent work is delayed.
- The third-party maintenance provider does not employ a full complement of trades staff. When a problem arises or a modification is requested, the maintenance provider requires an external trade contractor to assess a problem or provide a modification quote prior to determining cost and timeline for the repair or modification.
- Changes or modifications to the building or its equipment require the cost of the item, cost of the modification and cost of maintenance for the remainder of the contract until the school is turned over to EPSB. This makes the cost of changes appear as inflated.

ATTACHMENTS & APPENDICES

N/A

KE:kk

DATE: May 19, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Standardized School Designs within the Context of Approved Provincial Designs (Response to Request for Information #089)

ORIGINATOR: Lorne Parker, Acting Executive Director, Infrastructure

RESOURCE STAFF: Josephine Duquette, Terri Gosine, Roland Labbe, Christopher Wright

REFERENCE: March 3, 2015 Board Meeting (Trustee Gibson)

ISSUE

The following information was requested: Provide information regarding whether standardized school designs that incorporate flexible, multi-purpose space are available within the context of approved Provincial designs.

BACKGROUND

The Government of Alberta requires all new school projects to conform to the space guidelines articulated in the [Alberta School Capital Manual - Appendix C: Education Design Standards](#). Multi-purpose space is space that can typically be used for more than one instructional focus or program. All school types listed in the *Education Design Standards* include an allocation for classroom(s) categorized as ancillary space which is described as “*instructional areas used for drama, music, arts and other multi-purposes.*”

CURRENT SITUATION

All school designs, whether commissioned by school jurisdictions or by the Government of Alberta on behalf of jurisdictions, allocate space in accordance with the *Education Design Standards*, which includes provision for ancillary classrooms that can serve or be described as multi-purpose. There are classrooms categorized as ancillary provided in standard-core school designs, which are template school designs developed by the Government of Alberta as part of the recent public-private partnership (P3) programs such as Alberta Schools Alternative Procurement (ASAP) and Building Alberta Schools Construction Program (BASCP). Standard-core school designs will be utilized to deliver recently announced school projects to reduce design timelines and deliver school facilities as quickly as possible. Variations to the designs may be considered where achievable within design budgets and project delivery timelines.

A number of standard-core design school projects in Alberta have been altered to accommodate a school partnership (Attachment I). The Government of Alberta does not fund design alterations or construction within the school project budget. Each project requires agreements and financial security to be in place for project scope outside of approved school project budgets, prior to provincial approval to proceed to construction.

KEY POINTS

- All school designs, whether commissioned by school jurisdictions or by the Government of Alberta on behalf of a jurisdiction, allocate space in accordance with the [Alberta School Capital Manual - Appendix C: Education Design Standards](#).
- All school types listed in the *Education Design Standards* include an allocation for classroom(s) categorized as ancillary space, which is described as “*instructional areas used for drama, music, arts and other multi-purposes.*”
- There are classrooms categorized as ancillary provided in standard-core school designs.
- Partner space requires additional design considerations, while floor plans for the balance of the school can still reflect standard core design.
- The District would require that additional agreements and funds be in place with partner entities prior to proceeding with either the design or construction of partner space.

ATTACHMENTS & APPENDICES

ATTACHMENT I Standard-Core Design Schools Altered for Partner Facilitation

RL:gm

Standard-Core Design Schools Altered for Partner Facilitation

Isabel Campbell School K-8 (Grande Prairie Public School District)

The City of Grande Prairie Partnership Space

The Grande Prairie Public School District (GPPSD) has developed a partnership with the City of Grande Prairie to include a space within the school of approximately 80m². This space will be designed to the City of Grande Prairie requirements and will include a separate entrance from the front of the school that will be accessed through a vestibule. There will be four separate office spaces that will be used by different user groups throughout the week.

Riverstone K-8 (Grande Prairie Public School District)

YMCA

The GPPSD has developed a partnership with the YMCA to include a daycare space within the school of approximately 100m². This space will be designed to the YMCA requirements and will include a separate entrance from the front of the school and will be accessed through a vestibule with boot racks for the children.

St. Mary School - Beaverlodge K-9 (Grande Prairie Catholic Separate School District)

Grande Prairie Catholic Separate School District has approved to increase the 430m² gymnasium size by 165m² to 595m² and has a partnership with the Town of Beaverlodge to provide a Community Kitchen at a total size of 60m² which will be funded separately. It has been located adjacent to the Home Economics Classroom for efficiencies to help with food preparation and serving. A separate exterior entrance was provided to avoid public use during school hours. The location of the kitchen also offers access to the gymnasium and the main gathering space providing flexibility to serve both spaces. The kitchen will be a future development and will be built as a shell that will make allowances for architectural, mechanical and electrical requirements.

Royal Oaks K-9 (Grande Prairie Catholic Separate School District)

The City of Grande Prairie Partnership Space

The City of Grande Prairie requested that the school design accommodate a future 300 square meter Field House. The construction budget of \$19.7 million does not include the construction of the proposed Field House. The school has been designed to accommodate the Field House with an additional 32 square meters of circulation space for Field House access from the central gathering space, and structural foundations and gymnasium walls are designed to handle the future Field House addition. The City of Grande Prairie will need to provide funding for the additional circulation space and structure.

École Barrie Wilson School K-9 (Red Deer Public School District)

Red Deer Public Library

The community contributed 150m² to the school's programmed library area of 240m², creating a library of 390m² that is shared by the school and the community.

DATE: March 19, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Implementation of New Curriculum
(Response to Request for Information #035)

ORIGINATOR: Ron MacNeil, Assistant Superintendent
Mike Suderman, Assistant Superintendent

RESOURCE

STAFF: Janice Aubry, Marilyn Manning, Greg Wondga

REFERENCE: [Shared Approach to Curriculum Implementation](#)
(Response to Request for Information #218)
[Shared Approach to Curriculum Implementation - Next Steps](#)
(Response to Request for Information #218)
[Annual Update on Operational Efficiencies 2017-2018](#)
February 19, 2019, Board Meeting (Trustee Gibson)

ISSUE

The following information was requested:

In the context of effective and efficient use of District and provincial funds and efficiencies that could be gained through collaboration with other school districts to support implementation of new curriculum, it is requested that Administration indicate whether the District has the capacity to provide professional learning supports to other Districts and/or to develop teaching and learning resources collaboratively or independently to support new provincial curriculum implementation, and if yes, provide information regarding potential funding models.

BACKGROUND

Edmonton Public Schools has provided professional learning services and teaching and learning resources for external organizations for over 20 years. These have been developed and provided by the District independently and through collaborative models. Many District departments annually provide supports to Alberta Education, school jurisdictions and local, provincial and national organizations through partnership agreements, contractual relationships, registration fee processes, etc. Examples of this include:

- contracted services to Alberta Education for curriculum and resource development for provincial use
- contracted services to regional learning consortia for workshop presentations and resource development
- collaborative development and/or use of resources such as the Math Intervention Programming Instrument (MIPI) and Highest Level of Achievement Tests (HLAT) with other school jurisdictions
- district professional learning events (conferences, inservice sessions, etc.) accessed by other school jurisdictions

- collaboration with numerous jurisdictions to share expertise and plan and develop resources for the implementation of the new curriculum

Edmonton Public Schools does not currently promote these services and resources to other organizations, but provides these services on request, when possible.

Our District has served as a provincial leader throughout the curriculum renewal process. The District provided leadership in Curriculum Development Prototyping, engaging over 100 District teachers and leaders to develop prototype curriculum, resources and assessment materials for the province through that initial phase. Over 400 teachers and principals were involved in collaborative sessions to provide feedback to Alberta Education on the draft Kindergarten to Grade 4 curricula and the Kindergarten to Grade 12 Scopes and Sequences. As well, District staff have been very involved in the development of many components itemized in the draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020, such as through the development of communications and leadership materials, professional learning sessions, etc.

The Board of Trustees of Edmonton Public Schools has been seeking information regarding possible District and provincial operational efficiencies and savings that could be gained through taking shared approaches to curriculum implementation. These include efficiencies gained through the sharing and collaborative development of resources, and the development of closer relationships to share expertise to support change and to strengthen teaching and learning.

CURRENT SITUATION

Edmonton Public Schools is currently building significant District capacity through such activities as:

- providing 40 staff to work on new provincial curriculum development committees, working groups, focus groups and advisory groups
- engaging hundreds of District teachers in curriculum review, resource identification and resource development (such as through teacher committees to draft lesson, unit and year plans, development of new versions of existing resources, etc.) for implementing the new curriculum
- engaging teachers, consultants and leaders in the collaborative development activities with other districts, such as the New Provincial Curriculum Multi-District Assessment Think Tank
- building capacity in the development and delivery of technology mediated professional learning, through producing online modules with facilitation supports that enable school leaders to facilitate professional learning inside their schools

The District provides significant curriculum leadership across the province and facilitates collaborative work with many school jurisdictions, including leading the Multi-District Assessment Think Tank, facilitating a multi-district curriculum conversation group for approximately 30 district-level curriculum leaders and, by working with many school districts on initiatives such as the Mathematics Intervention Programming Instrument (MIPI) and Highest Level of Achievement Testing (HLAT) administration.

Professional Learning Supports

Administration believes that the District currently has the human resource and technological capacity to provide professional learning supports to other districts. Funding would be required to maintain, expand and extend these services to other districts. Curriculum and Resource Support, other central departments, and catchments currently have capacity to provide extensive professional learning sessions, series, conferences, institutes, etc. Curriculum and Resource Support (CRS) has consultants and digital production coordinators who provide support in various ways to teachers and administrators throughout the District, including schools, catchments and leadership groups. CRS and other central

departments are providing a range of technology-mediated professional learning supports with online information and digital modules. Online coaching and chat support features are under development.

Teaching and Learning Resources

Administration believes that the District has the human resource capacity to develop teaching and learning resources collaboratively or independently to support new provincial curriculum implementation. Initial infrastructure is also in place, but would need expansion to provide the resources to other districts. CRS has 1,024 resources under development or distributed that support the new provincial curriculum.

Potential Funding Models

To provide effective professional learning supports and to collaboratively and/or independently develop and make available resources for use across the province, additional financial resources would be required. The following could be potential funding models:

- Cost-recovery funding model – Edmonton Public Schools invoices other districts for services rendered on a cost-recovery basis
- Grant funding model – Edmonton Public Schools seek up-front funding from the Government of Alberta or other granting sources to deliver services and/or provide resources to other districts.
- Contractual funding model – Edmonton Public Schools enters into service agreements and/or purchasing contracts to provide services and/or resources to other districts, on a district-by-district or service-by-service basis.
- Licensing or membership model – Edmonton Public Schools provides access to professional learning and/or resources through a license or membership structure.
- Consortium model – Edmonton Public Schools leads the establishment of a consortium of school districts that would collaboratively deliver, develop and/or provide resources to its members. This could be self-funded through consortium members collaboratively contributing funds, or could be funded through other funding models, such as through provincial grants

KEY POINTS

- Edmonton Public Schools is a provincial leader in collaborative development and the provision of curriculum-based professional learning and resources for teaching and learning.
- The District currently has the expertise, capacity, staffing and initial infrastructure in place to provide professional learning and resources to other districts.
- Additional funds would be required to provide supports beyond our District.
- Several funding models could be considered to provide quality supports to other Districts.

ATTACHMENT

N/A

JA:lb

DATE: March 19, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Multi-Year Block funding Models
(Response to Request for Information #037)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

**RESOURCE
STAFF:** Terri Gosine, Geoff Holmes, Roland Labbe, Jennifer Thompson, Christopher Wright

REFERENCE:

ISSUE

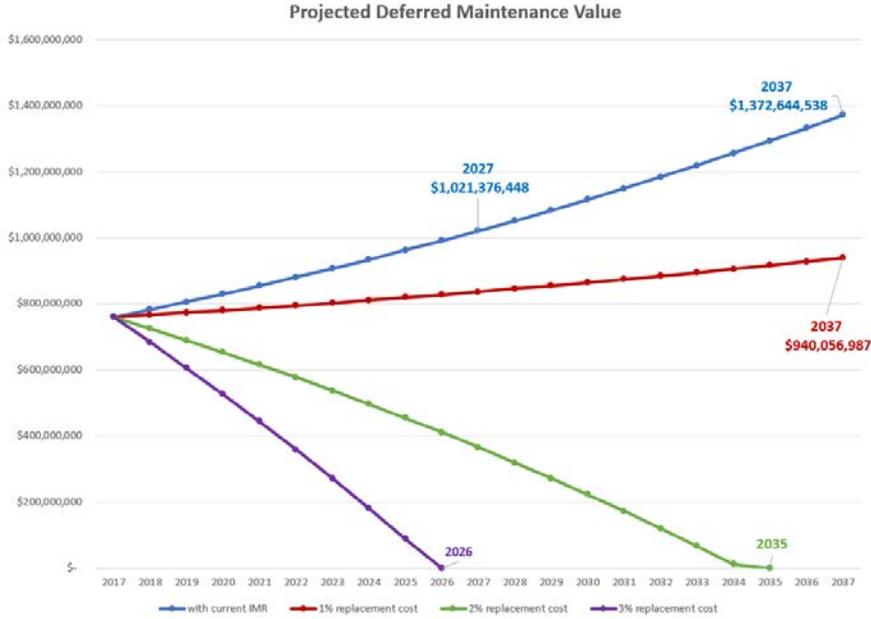
The following information was requested by Trustee Ip at the October 9, 2018, Caucus meeting: That Administration prepare a report that outlines how a multi-year block funding model for school infrastructure can address the District's short-term and long-term infrastructure needs. Please provide scenarios based on different levels of funding and cost efficiencies that can potentially be realized.

BACKGROUND

In August 2017, the District completed 171 school condition assessments that quantify the total value of deferred maintenance at \$756,984,958. A summary report of this data was presented at the March 5, 2019, Caucus meeting and is scheduled to be presented at the March 19, 2019, public Board meeting. The report summarized the condition assessment information, and contextualized the rising deferred maintenance value through condition, maintenance category, building age and historical funding received to address the rising deferred maintenance cost. The report also introduced some models that showed the positive influence of a block funding model, whereby the District would receive a per cent of total replacement cost for all buildings in the District (valued at \$4.1 billion in 2018) to use as they see fit to address deferred maintenance. This information report provides some additional depth into the scenarios and addresses the opportunities a block funding model may provide.

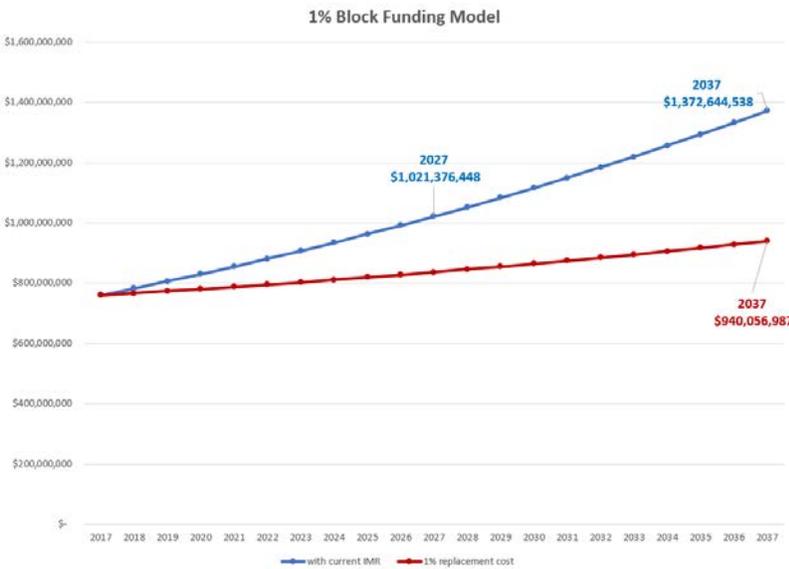
CURRENT SITUATION

Given the lack of adequate Provincial funding to plan and implement preventative maintenance, jurisdictions are currently placed in a position of focusing efforts on unplanned or reactive maintenance and repair, which is the least cost-effective approach. A planned, preventative maintenance program informed by accurate system and component data, funded to meet benchmarks for reinvestment or replacement of components, would be the most cost effective approach. If the current funding model persists, deferred maintenance will continue to grow.

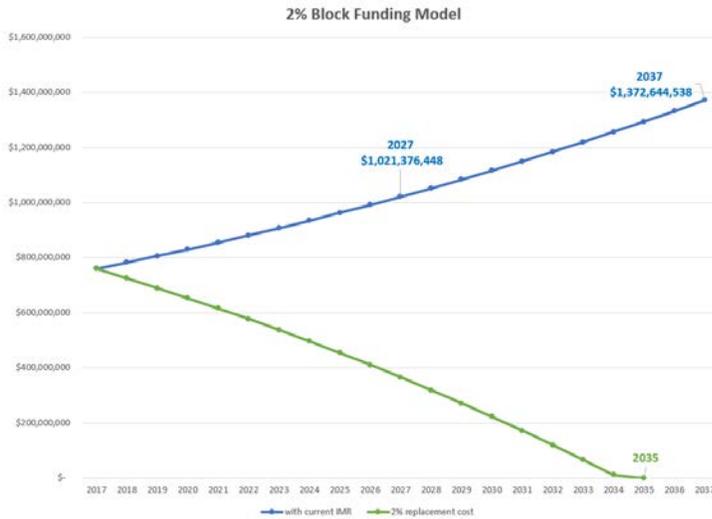


An innovative approach to dealing with deferred maintenance, like block funding, would provide a more proactive solution. The block fund could incorporate support for new school construction, modernizations, replacement projects, and Infrastructure Maintenance and Renewal funding (IMR). The District will continue to advocate for stable and predictable capital funding to help address the mounting deferred maintenance deficit.

Under a one per cent block funding conceptual model, approximately \$41 million per year, the District would see a reduction in the growth of deferred maintenance. In this funding model, deferred maintenance would still grow, but at a slower rate and the District would still need to request capital funding from the Province for new construction, major modernizations, replacement schools and modular classrooms.



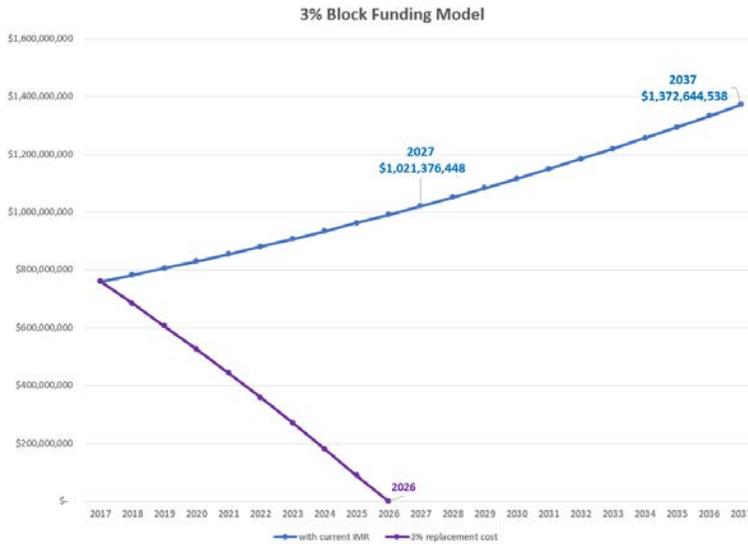
Under a two per cent block funding conceptual model, approximately \$82 million per year, the District would be able to address the current deferred maintenance and manage major modernizations. This funding model would permit the District to create a sustainable capital schedule allowing the replacement of some of the existing aged space. The two per cent model is in line with industry best practice which recommends two per cent of the replacement cost be reinvested into the infrastructure annually.



Under a three per cent block funding conceptual model, at approximately \$123 million per year, the District would be able to accomplish the entirety of the two per cent block funding conceptual model but on an accelerated schedule. This conceptual model could also include the procurement and distribution of new space, including new school construction and modular classrooms. Some of the benefits from the District managing the pace of new construction include:

- the increased ability to distribute programs and District Centres
- the ability to accommodate students as development occurs, instead of long distance designations while waiting for new schools
- the increased opportunity to pursue partnerships.

One of the greatest challenges for capital partnerships under the current model is the inability to predict the timing of funding for capital projects. If the District was in control of the funding schedule, there would be increased opportunities to partner with other entities as funding schedules could align.



All of these conceptual models are dependent on an assurance that funding would be ongoing for a minimum of 10 years and that the functional capacity of staff could deliver the infrastructure or component maintenance within the time period. From 2005 to 2017, there has been an average of \$81,504,154 spent on infrastructure per year (ATTACHMENT I). This average cost includes IMR funding, modernizations, replacement schools, new construction and modular classrooms. This rate is almost equivalent to the two per cent model. However, two thirds of the current \$81,505,154 in funding was for new construction, was unpredictable in yearly amount, and did not address the increase deferred maintenance.

A sliding scale to determine which of the three models would be appropriate to apply to a school jurisdiction could be based on a matrix of factors, such as: total deferred maintenance (total value or as a per cent of total replacement value), enrolment growth over a specified time period and the utilization rate of the district. If a District is caught up on deferred maintenance, in a relatively stable or low growth period with adequate space to accommodate students, then the one per cent model may deliver the infrastructure and maintenance required. However, if a District is growing at a steady or high rate, is well-utilized and has a large backlog of deferred maintenance, then a three per cent model might be more appropriate.

In place of the current funding approach, a model that provides five-year envelopes of block funding, at \$123 million per year or three per cent, would maximize the District’s flexibility and ability to be proactive and responsive in addressing deferred maintenance.

- Block funding would provide greater flexibility to procure and bundle projects to maximize value
 - The capacity of the construction industry under such a model could lead to completion of additional projects in a more timely fashion than would be realized in a conventional manner.
- Additional opportunities for partnerships with community partners would be feasible under a more consistent, block-funded system.
 - Block funding could allow for some measured debt servicing to supplement Provincial resources such as the ability to borrow or leverage block funding (bridge financing and energy performance contracts with industry partners).

- Block funding would increase the District's ability to bulk purchase and possibly finance solar panels in larger quantities.
 - Additional savings would be realized through the bulk purchase and installation and by accelerating the pace at which solar panels are installed, lower utility costs in the District could be realized in a shorter timeline resulting in additional cost savings.
 - Once the deferred maintenance is addressed in our older buildings, additional school buildings will be physically able to accept solar panels.
- The block funding conceptual model could include the ability of the District to maintain current transportation services levels while minimizing the increase to parent fees and avoiding a redirection of operational funding from classrooms.
 - The model would allow the District greater flexibility in locating infrastructure closer to where students reside, which would shorten ride times or eliminate them for students that would be walking distance to a school.
 - In contrast, any surplus from transportation fees collected could be returned to support school infrastructure.
- Annual reporting requirement on how the funds were spent would ensure long-term transparency relating to expenditures and efficiencies.
 - In the event that not all the funds were able to be used in a budget year, due to staffing capacity, for example, the remainder could likely go into Capital Reserve.
 - The remaining funds (over a certain amount) would be accompanied by a plan of how they would be subsequently used, subject to approval by the Province.

Piloting a block funding model would provide an opportunity for the District to become a regional leader in the application of block funding:

- creation of procedures, plans and best practices around the planning, procurement, project management and maintenance of school buildings under the model
- the knowledge and learnings could be shared with other jurisdictions in the province to enhance the delivery and maintenance of all school facilities
- the best practices would also extend to the District's stakeholder engagement processes
 - our current level of engagement in relation to mature communities would be maintained and could be enhanced by the fact that the District is able proceed with construction in a timely manner to realize the preferred models identified in the community consultations

In summary, consistent, predictable funding of a school jurisdiction's longer-term planning efforts, such as a 10-year vision, would generate greater efficiencies and flexibility than the separate annual capital funding processes.

KEY POINTS

- If the current funding model persists, deferred maintenance will continue to grow and building components will fail as structures continue to age.
- An innovative approach to dealing with deferred maintenance, like block funding, could provide a solution and could include capital funds for modernization and replacement projects, as well as addressing deferred maintenance by preserving or growing the amount of IMR funding available.

- Under a one per cent block funding conceptual model, at approximately \$41 million per year, the District would see a reduction in the growth of deferred maintenance.
- Under a two per cent block funding conceptual model, at approximately \$82 million per year, the District would be able to address the current deferred maintenance and manage major modernizations.
- Under a three per cent block funding conceptual model, at approximately \$123 million per year, the District would be able to accomplish everything listed under the two per cent block funding conceptual model on an accelerated schedule and also include the procurement and distribution of new space, including new school construction and modular classrooms.
- All of these conceptual models are dependent on the assurance that funding would be ongoing and that the functional capacity of staff could deliver the infrastructure or component maintenance within the time period.
- The block funding could:
 - Increase the District's ability to bulk purchase and possibly finance solar panels in larger quantities.
 - Maintain current transportation services levels while minimizing the increase to parent fees and avoiding a redirection of operational funding from classrooms.
 - Include the ability of the District to maintain current transportation services levels while minimizing the increase to parent fees and avoiding a redirection of operational funding from classrooms
- Piloting a block funding model would provide an opportunity for the District to become regional leaders in the application of block funding by creating procedures, plans, and best practices around the planning, procurement, project management and maintenance of school buildings under the model.
- This model would not require significant additional funds but would consolidate multiple funding sources under a block allocation that would significantly improve service level to community stakeholders.

ATTACHMENTS and APPENDICES

ATTACHMENT I Infrastructure Funding Received 2005 to 2017

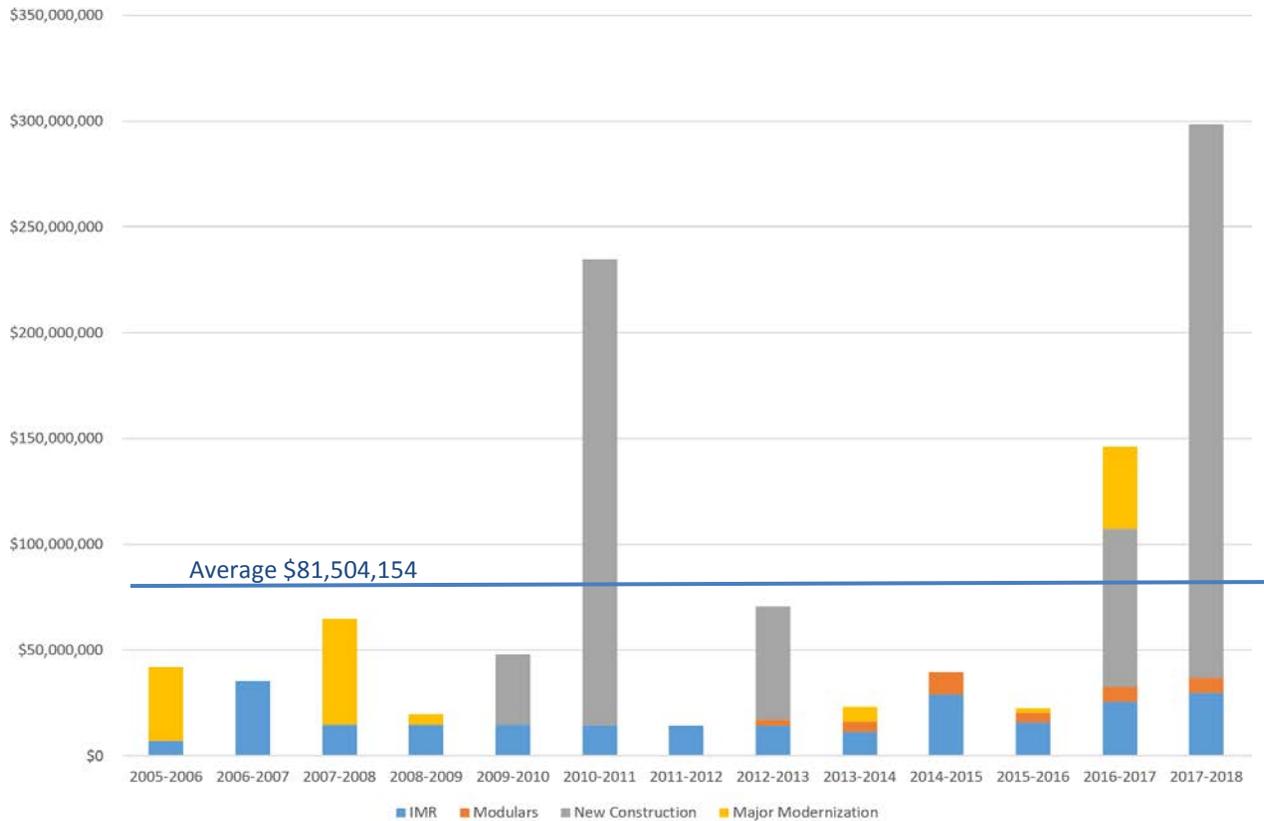
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Infrastructure Funding Received 2005 to 2017



Edmonton Public Schools

Infrastructure Investment 2005 to 2017



Year	IMR Funding	Modular Classrooms	New Construction	Major Modernization	Total Investment
2005-2006	\$6,920,000	\$0	\$0	\$35,000,000	\$41,920,000
2006-2007	\$35,577,136	\$0	\$0	\$0	\$35,577,136
2007-2008	\$14,900,000	\$0	\$0	\$50,000,000	\$64,900,000
2008-2009	\$14,800,000	\$0	\$0	\$5,000,000	\$19,800,000
2009-2010	\$14,818,287	\$0	\$33,156,958	\$0	\$47,975,245
2010-2011	\$14,420,094	\$0	\$220,224,720	\$0	\$234,644,814
2011-2012	\$14,502,989	\$0	\$0	\$0	\$14,502,989
2012-2013	\$14,345,635	\$2,802,000	\$53,216,512	\$0	\$70,364,147
2013-2014	\$11,363,900	\$4,670,000	\$0	\$7,200,000	\$23,233,900
2014-2015	\$29,253,631	\$10,274,000	\$0	\$0	\$39,527,631
2015-2016	\$15,650,399	\$4,670,000	\$0	\$2,200,000	\$22,520,399
2016-2017	\$25,673,307	\$7,005,000	\$74,700,167	\$38,700,000	\$146,078,474
2017-2018	\$29,665,644	\$7,005,000	\$261,838,621	\$0	\$298,509,265
Total (2005 to 2017)	\$241,891,022	\$36,426,000	\$643,136,977	\$138,100,000	\$1,059,553,999
Average (2005 to 2017)	\$18,607,002	\$2,802,000	\$49,472,075	\$10,623,077	\$81,504,154

IMR Funding – does not include the IMR funding for the ASAP I and II schools as this allocation is given to a third party and not Edmonton Public Schools for the 30-year maintenance period
New Construction and Major Modernization – counted in the year of completion
Modular Classrooms – counted by unit and multiplied by \$467,000, the unit cost to procure and install a modular classroom in 2018